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ABSTRACT

This guide provides illustrated examples of classroom learning centers designed for use with migrant students. Designating learning centers in the classroom is an effective way to introduce, develop, and reinforce skills in an enjoyable way. The learning centers described in this guide can be made from: (1) fabric boards (large); (2) fabric boards (small); (3) heavy corrugated cardboard, wood, or form board; and (4) real life objects. Spaces can be divided into mini centers, and can be separated by room dividers and storage pieces. Learning activities address various reading and math skills which are correlated with the numerical coding of the Migrant Student Record Transfer System Skills Lists. Many of the learning center activities contain task cards or patterns suitable for reproduction for classroom use. The purpose of each learning center is described and materials needed to construct the center are listed. Directions are provided for constructing the center, as well as for students completing the learning center activities. Activities emphasize functional skills such as using a telephone directory, using a bus schedule, ordering from a catalog, reading the classified ads, addressing envelopes, and drawing a floor plan. The document contains numerous graphics and illustrations. (KS)

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Color Your Classroom VII

A Curriculum Guide for Learning Centers

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Color Your Classroom VII

A Curriculum Guide for Learning Centers

Color Your Classroom

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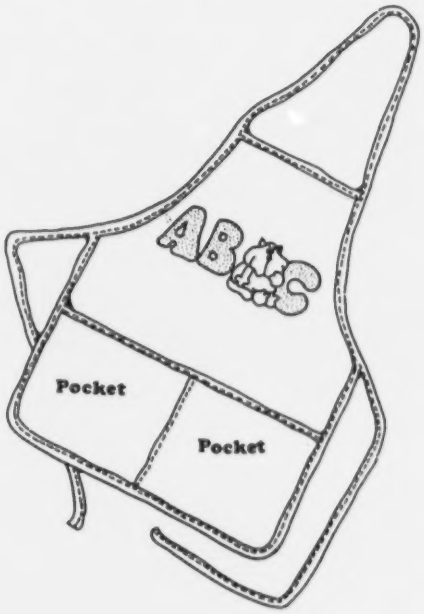
'Color Your Classroom' with learning centers!

Learning centers are an effective way to introduce, develop and reinforce skills in an enjoyable way. A good learning center allows for a student to move through the activities successfully on his own. Therefore, he learns to become more independent and competent in making decisions.

The learning centers in this book are divided into six sections:

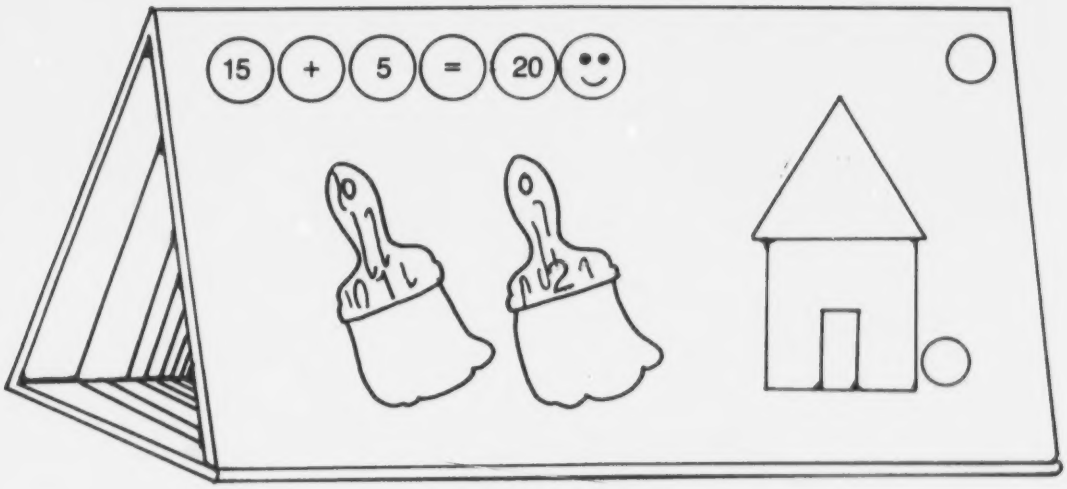
(1) fabric boards (large),
(2) fabric boards (small),
(3) heavy corrugated cardboard,
(4) real life objects,
(5) mini centers,
(6) room dividers.

If you want learning centers to strengthen your students' self-concepts, improve their study skills and create an exciting, decorative and stimulating environment—read on!



Learning Centers...
...made from fabric boards (small).

Concise centers that
are sized perfectly
for a tabletop—
approximately
20 inches x 20 inches.

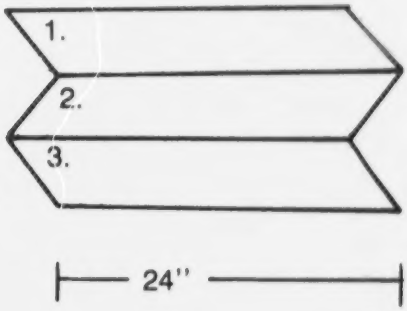


The Easel

A learning center using felt shapes to reinforce math facts and visual memory.

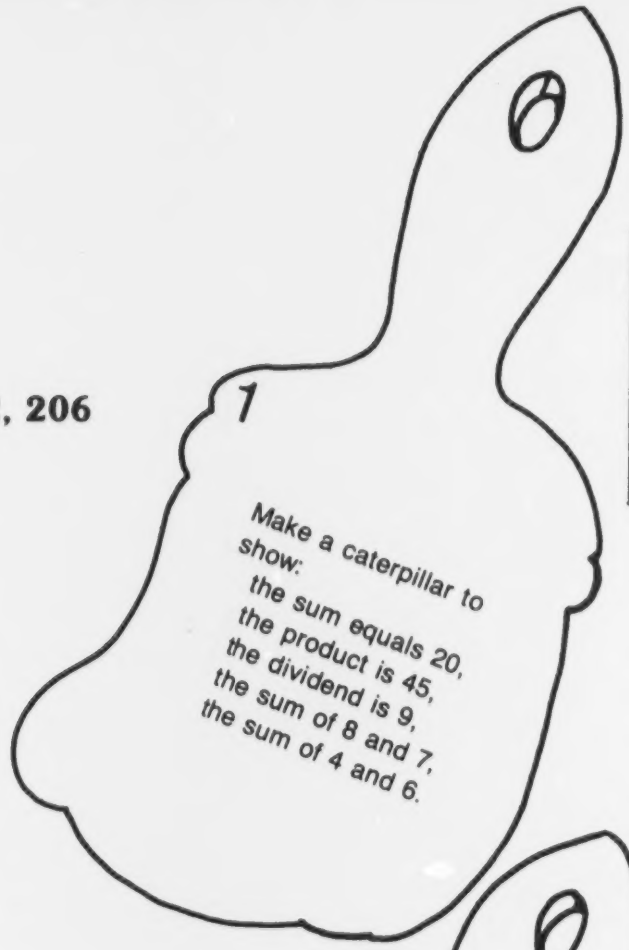
An easel is a perfect tool to use in motivating students, and this one is easily made by using a portion of a fabric board (instructions given below). There are two activities provided. In one, the student makes caterpillars with circle shapes to demonstrate number sentences; in another, the student makes a picture by using the shapes provided. The tasks are on paint brushes stored in a paint can.

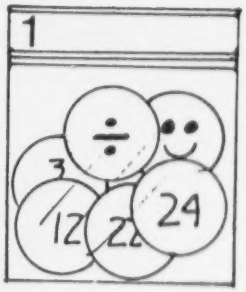
Cut three sections away from a fabric board and then using the folds already there, cover it with a bright piece of felt. It folds flat for convenient storage.



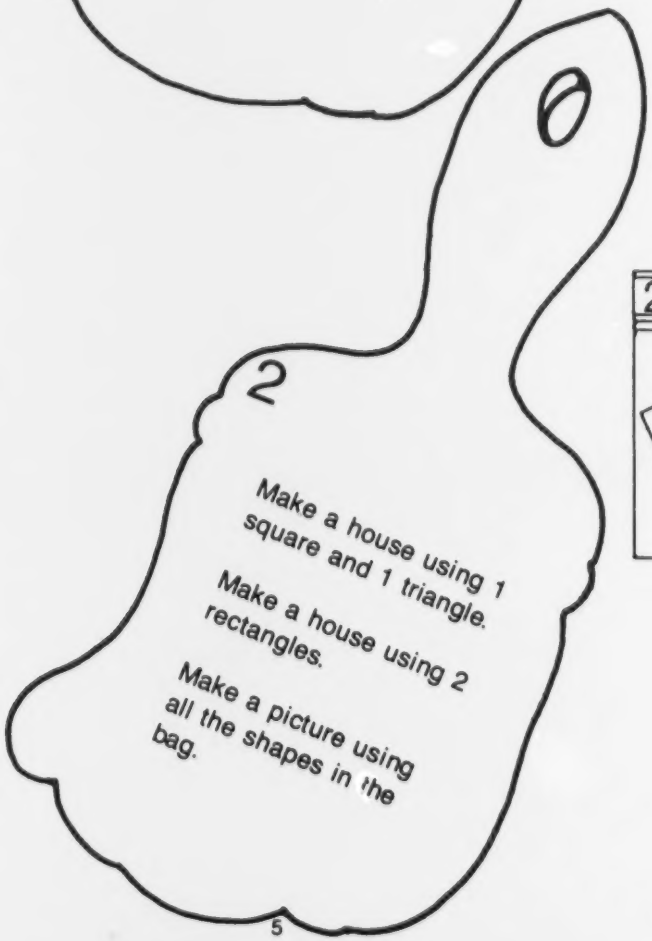
The Easel

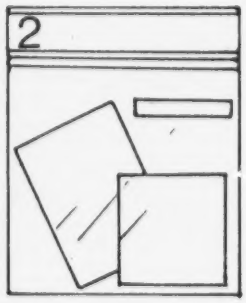
Task Card #1
Math
Skills #119, 182, 206

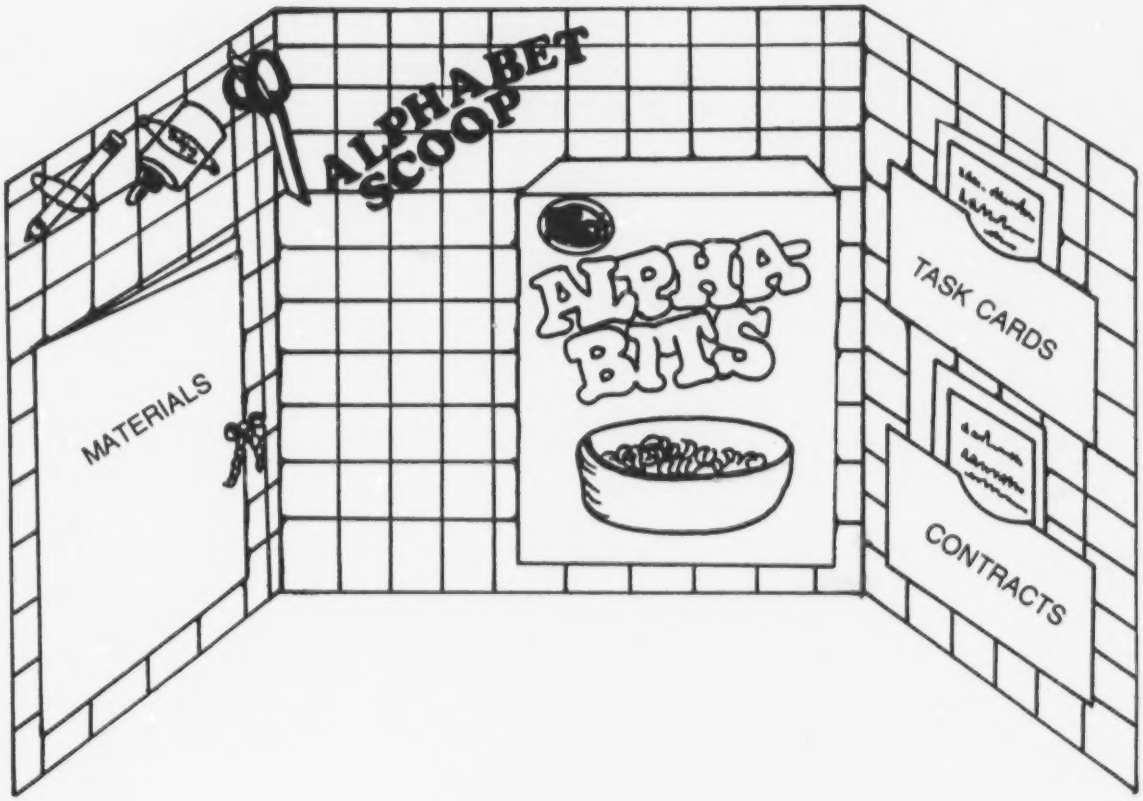




Task Card #2
Reading
Skill #040







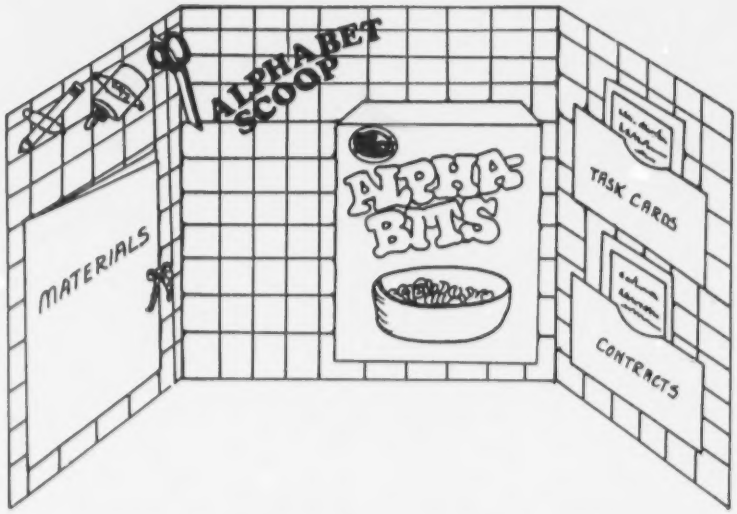
Alphabet Scoop

A learning center that contains activities on consonants, vowels, and structural analysis.

This is a learning center that you will want to "scoop up" for your teaching area. Using real Alphabits, it is a quick and easy learning center to make and your students will have fun while getting the real scoop on the alphabet. Have the student choose a contract card and write his name on it. The student then selects a task card and performs the task as directed. As the student completes each task, he colors the square beside the number on that task.

Alphabet Scoop Materials

- 20" x 40" fabric board covered with contact paper
- pocket folder containing blank paper
- scoop for Alphabits, crayons, pencil, glue, scissors, and a box of Alphabits
- pockets holding task cards and contracts



Rubber bands have been braded to fabric board to hold pencil, glue and scissors.

Contract

As the student finishes the task card he colors in the square.

Task cards are given on the following pages.

Name _____

I have completed:

1. ☐ 2. ☐

3. ☐ 4. ☐

5. ☐ 6. ☐

Reading
Skill #100
Alphabet

1. Take a scoop of letters out of the box. Lay them out in front of you. Name each letter. Now put them in alphabetical order.

Reading
Skills #240, 260, 140
Short Vowels
Long Vowels
Initial Consonants

2. Take a scoop of letters out of the box. Put the vowel letters in a row. Put the consonant letters in a row. Write them on paper.

Reading
Skill #340
Using Syllables

3. Pour a scoop of letters in front of you. Make as many two syllable words as you can with the letters. Write the words on paper.

Reading
Skills #020, 040
Visual Discrimination
Visual Memory

4. Take a scoop of letters from the box. Find all the letters in your name. Paste your name on paper. Draw a picture of yourself to go under your name.

Reading
Skill #140
Initial Consonants

5. Take some letters from the box. Find a picture in a magazine. Cut out the whole page. Paste it on colored paper. Find the letters that begin some of the words that are pictured. Paste your letters on the proper parts of the picture.

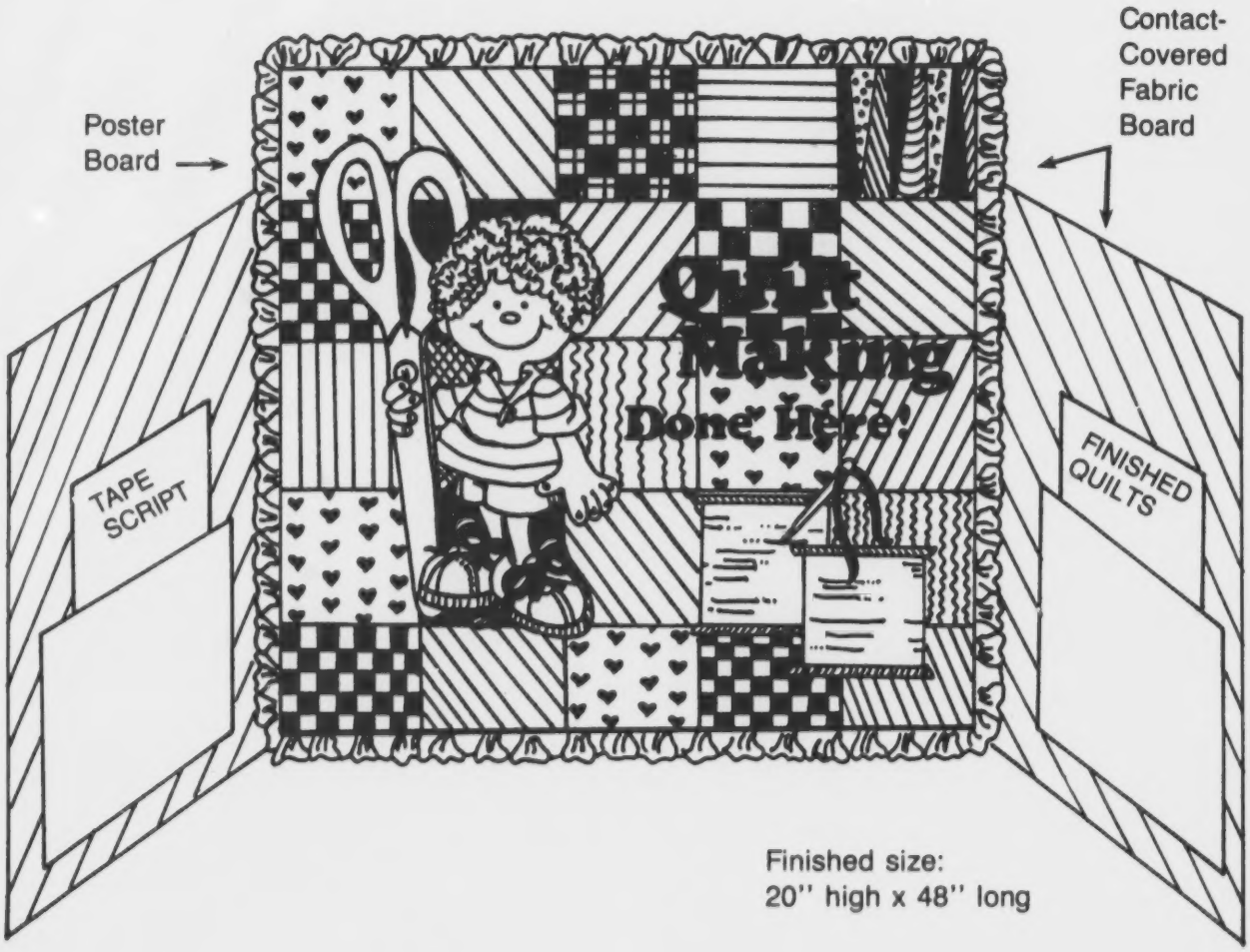
Just for fun...
Have the student...

Set up a telephone and address book for the class.

Compare his alphabet to that of another language.

In alphabetical order, make a list of things in the classroom.

Make an animal dictionary by cutting and pasting pictures and words.



Quilt Making Done Here

A listening comprehensive learning center.

Assorted colored markers are provided at this center along with a tape player and a prepared tape with the instructions. Script and instructions are given on the following pages.

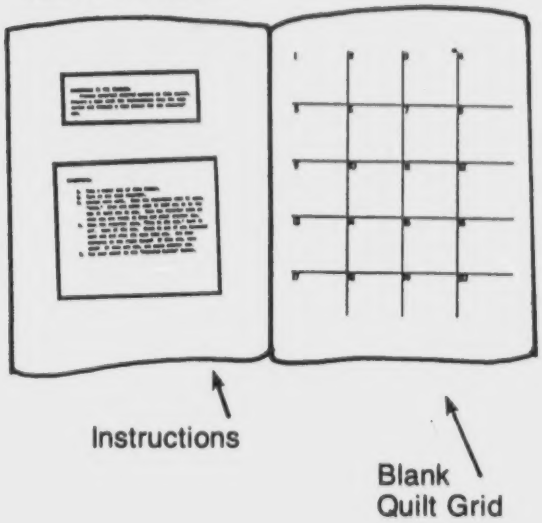
The student makes a paper quilt by following the oral instructions as to drawing and coloring in each quilt square. He checks his accuracy by comparing his work to the key.

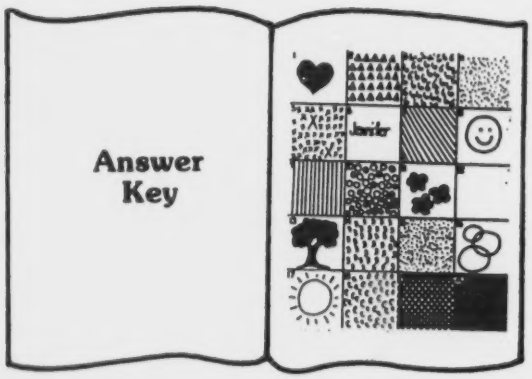
Adapted from *Pathways to Imagination* by Angela Reebe and James Lafrey.

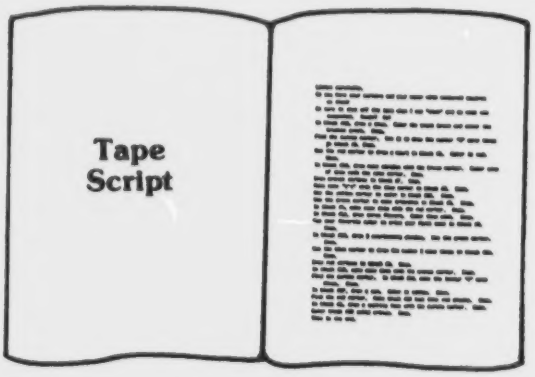
Quilt Making Done Here

Oral Language
Skill #040
Oral Directions

Task Folders







Directions to the Student:

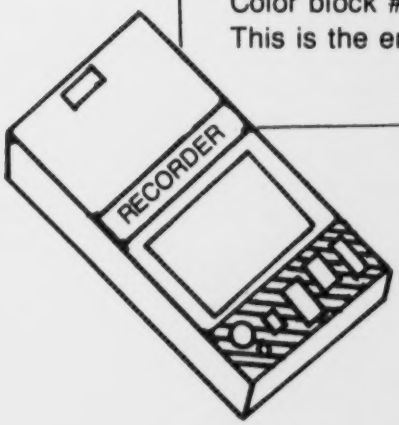
DIRECTIONS:

1. Take a paper out of this folder.
2. Turn on the tape recorder.
3. Listen very well. Stop the recording when it says, "stop." Draw and color what it told you to in the box it told you to use. Turn the recorder back on when you are ready to draw and color another box.
4. When the recorder says, "This is the end," turn it off. Look at the key. Check to see if you listened well and did what the tape told you. Are your pictures in the right boxes? If they are, very good! If they are not, try again another day.
5. Put your paper in the "Finished Quilts" folder.

Quilt Making Done Here

Tape Script

Listen carefully.
Do you have your markers and your paper with numbered squares on them?
Be sure to shut off the tape when I say "stop" and do what was suggested. Ready? Go!
In block #13, draw a tree. Color the trunk brown and color the treetop green. Stop.
Find the purple marker. Use it to draw the number "6" many times in block #3. Stop.
Use the red marker to draw a heart in block #1. Color it red. Stop.
In block #10, draw many circles with the brown marker. Color some of them with the same marker. Stop.
Draw orange stripes in block #7. Stop.
Make many "x's" with the blue marker in block #5. Stop.
Use the yellow marker to color in block #12. Stop.
Use the green marker to make triangles in block #2. Stop.
In block #4, make many dots with the red marker. Stop.
In block #11, draw three flowers. Color them pink. Stop.
Use your favorite color to print your first name in block #6. Stop.
In block #16, draw 3 overlapping circles. Use the green marker. Stop.
Use the blue marker to draw the number 3 many times in block #14. Stop.
Draw red stripes in block #9. Stop.
In block #15, make many dots with the orange marker. Stop.
Find the purple marker. In block #18, make the letter "C" many times. Stop.
In block #17, draw a sun. Color it yellow. Stop.
Find the red marker. Make block #19 look like red checks. Stop.
In block #8, draw a smiling face with the purple marker. Stop.
Color block #20 solid orange. Stop.
This is the end.



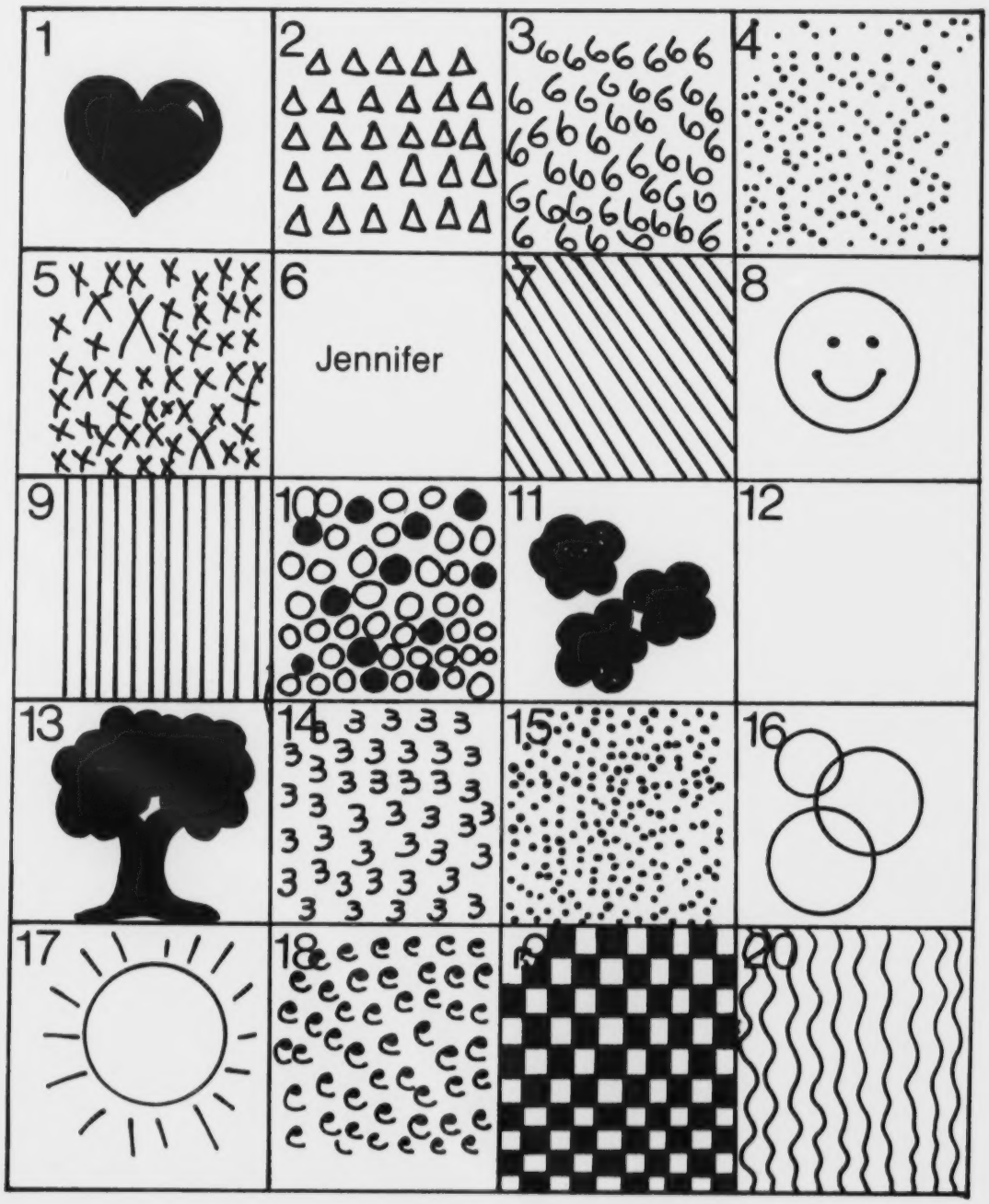
Quilt Making Done Here

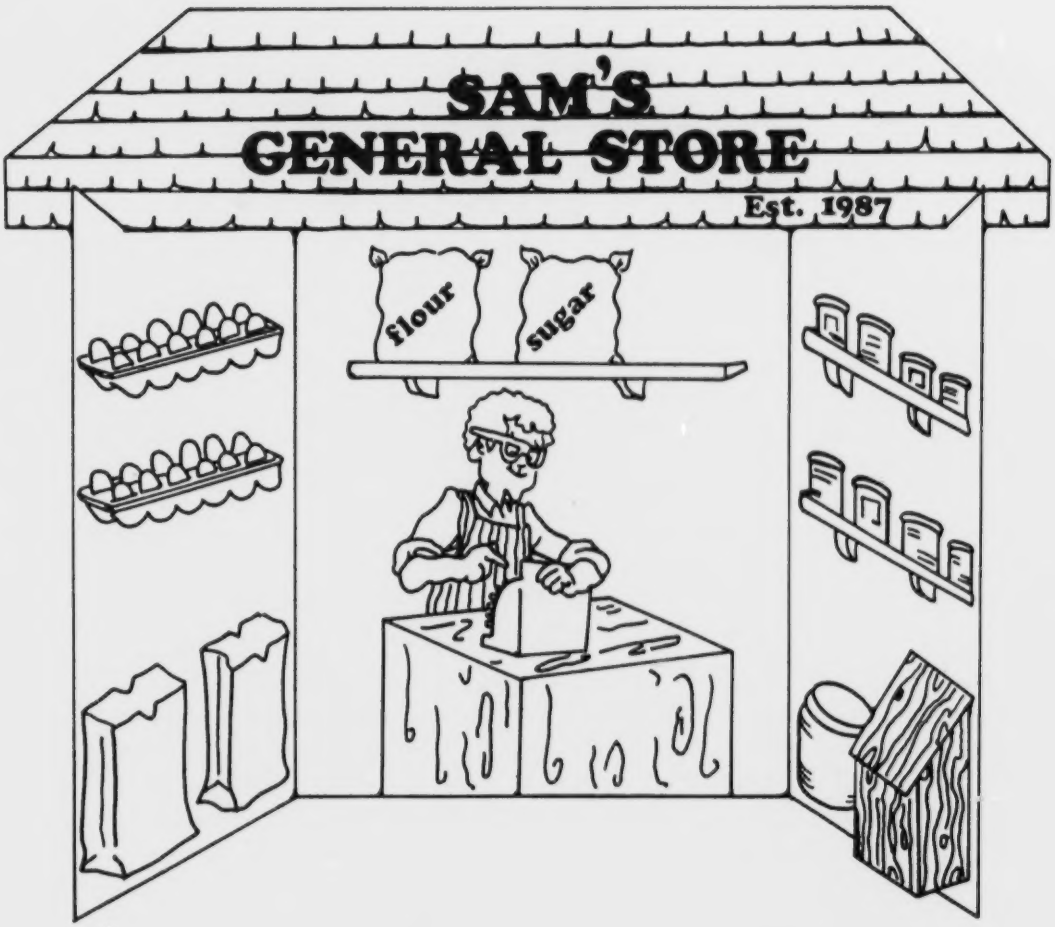
Blank Quilt Grid

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

Quilt Making Done Here

Answer Key

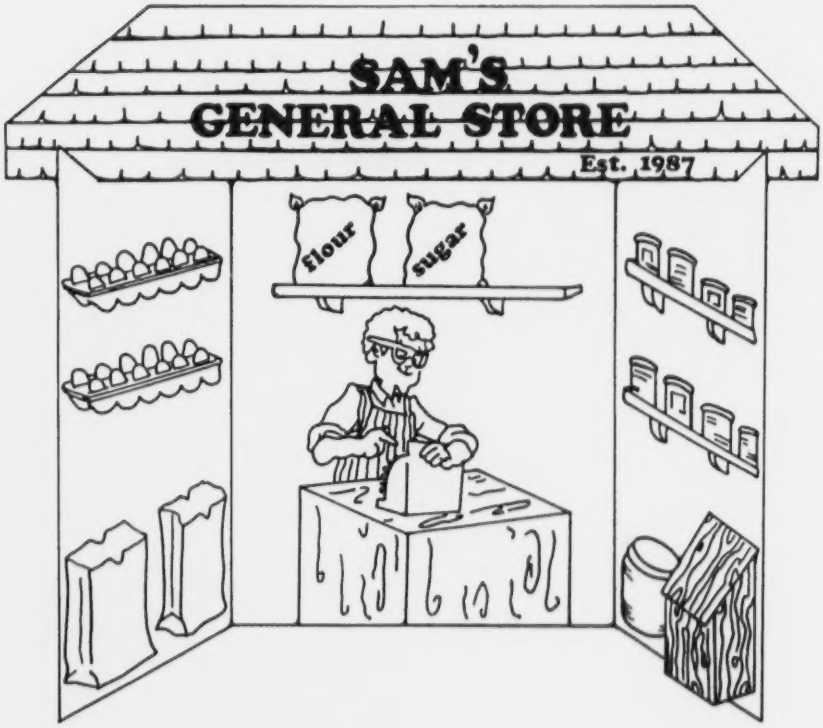




Sam's General Store

A learning center that will reinforce reading skills in decoding and comprehension.

Sam's General Store reinforces a variety of reading skills including the forming of compound words using potatoes from the "tater" bin and identifying contractions using pickles from the pickle barrel. The directions are written on task cards accompanied by contracts to keep track of the student's work (shown on pages 19 and 20). Each student is provided with a grocery list for his written responses.



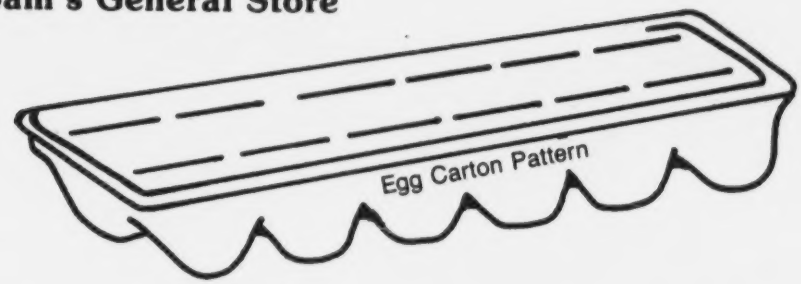
Sam's General Store

Construction/materials

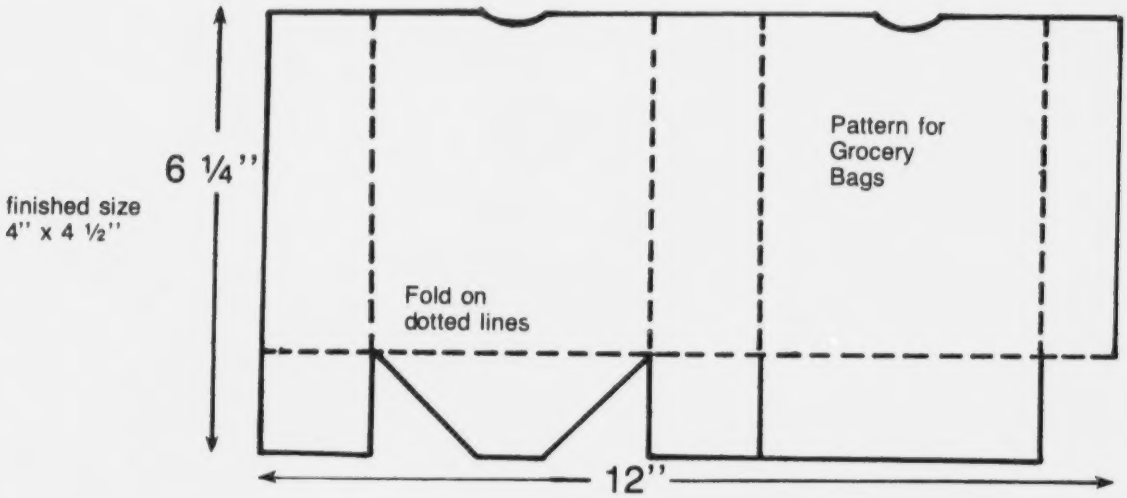
- 20" x 36" fabric board section for basic construction of center
- 8" x 30" fabric board section for roof

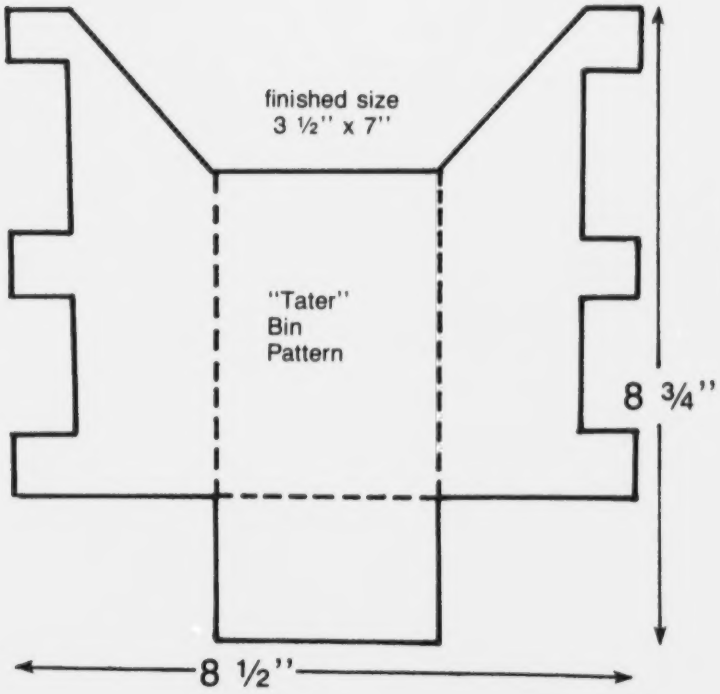
This learning center was easily and inexpensively constructed from a portion of a fabric board, using its scraps and poster board for trim. Patterns are shown on the following pages.

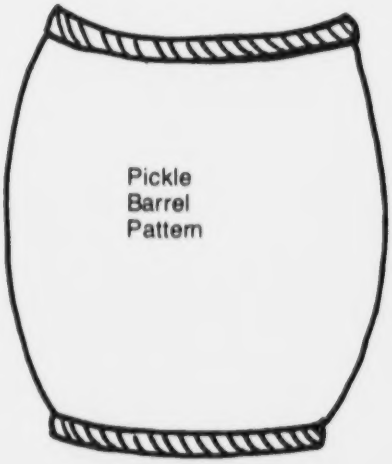
Patterns for Sam's General Store



finished size 2 ½'' x 10 ½''

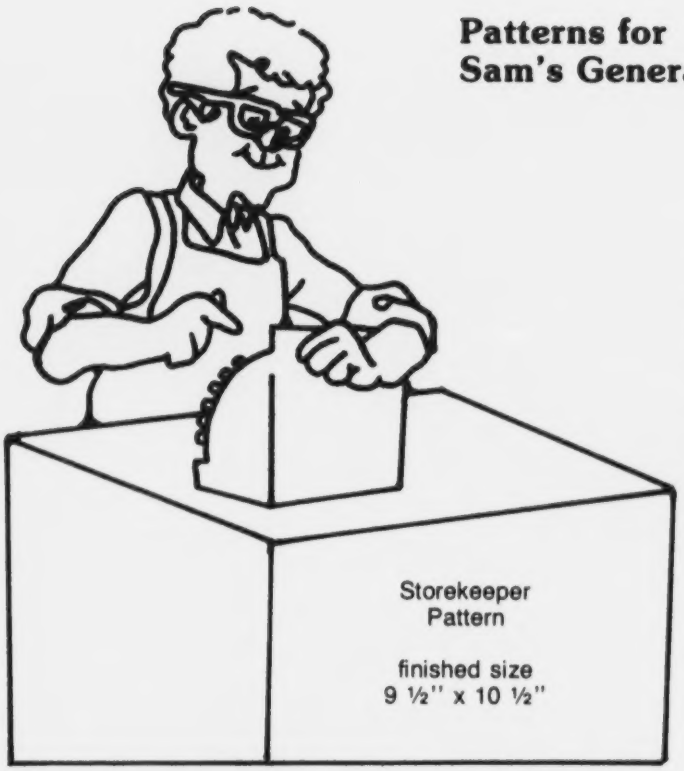


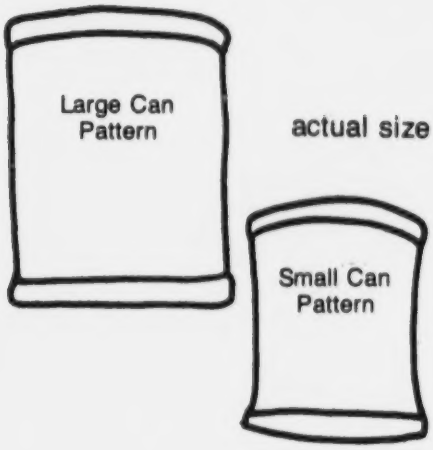


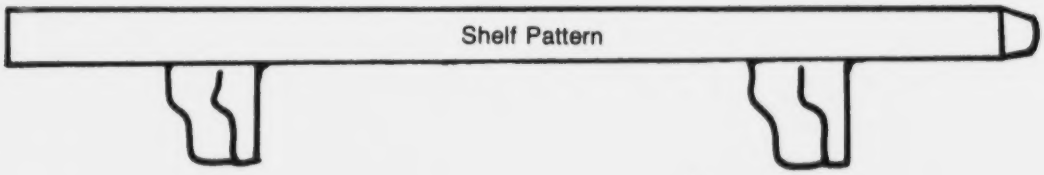


finished size
5 ½'' x 6''

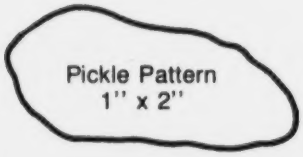
Patterns for Sam's General Store

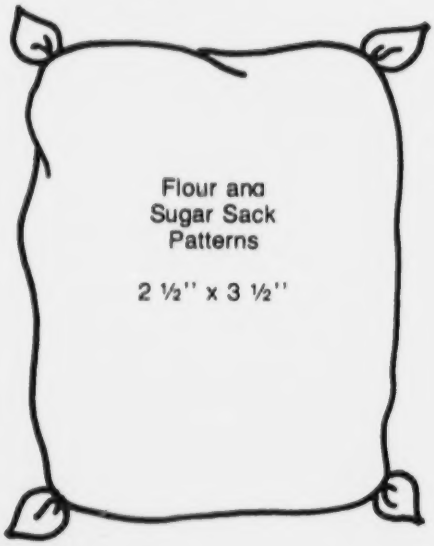


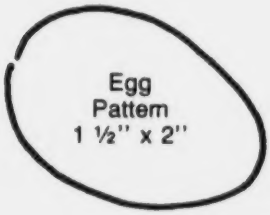


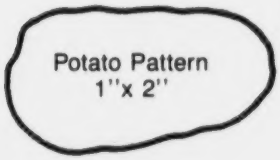


Dimensions given on patterns are finished sizes.









Sam's General Store

Task cards for Sam's General Store. Provide students with grocery lists for their written responses.

1. Remove the potatoes from the "tater" bin. Arrange them in pairs to form as many compound words as possible. Write each word on your "grocery list"; then check your answers on the back of this card.

Reading Skill #380

storekeeper	panhandle
storeroom	shortcake
storehouse	pancake
shellfish	however
fishbowl	forever
fishhook	breakfast
housekeeper	
eggshell	1. answers

2. Read the contraction on each pickle in the barrel. On your "grocery list", write the words each contraction stands for. Be careful to spell them correctly. Check yourself on the back of this card.

Reading Skill #400

doesn't - does not	I'll - I will
he's - he is	I've - I have
don't - do not	I'm - I am
can't - cannot	
didn't - did not	
it's - it is	
won't - will not	2. answers

3. Read the words on the canned goods on the shelves. Find five that contain a long vowel sound and write them on your "grocery list" under LONG. Find five that contain a short vowel sound. Write them on your list under SHORT.

Reading Skill #240-260

LONG	SHORT
tomato paste	chicken
peas	salmon
bacon	ham
cheese	apples
beets	figs
	3. answers

Sam's General Store
task cards and contract

4. Read the words on the flour sack. Write each one on your list with an antonym beside it. Read the words on the bag of sugar. Write each one on your list with a synonym beside it. Check the back of this card for possible answers.

Reading Skill #820

ANTONYMS	SYNONYMS
buy - sell	damp - wet
tardy - early	cold - chilly
dry - wet	let - permit
speak - listen	see - visualize
take - give	sick - ill
go - came	full - complete
sour - sweet	tear - rip
arrive - leave	pretty - attractive
	correct - right

5. Remove the eggs from the cartons. Replace them in the proper slots to show which words answer the questions who, where, when and how. There are six in each category. Check your answers on the back of this card.

Reading Skill #800

WHO	WHERE	WHEN	HOW
you	beside	recently	slowly
them	there	then	fast
they	over	soon	happily
him	under	early	well
we	here	later	gently
she	near	now	softly

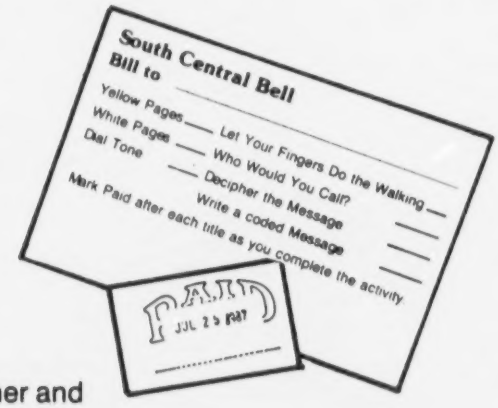
My name is _____

I have completed the following activities:

1☐ 2☐ 3☐
4☐ 5☐

Learning Centers...
...made from fabric boards (large).

Sizeable learning centers that are excellent in a corner of your classroom—approximately 40 inches x 40 inches.



Telephone Booth

A learning activity on reading comprehension and study skills

A telephone booth might be found on any street corner and this one would certainly make a unique learning center. Activities on the use of the phone are given on page 28, using the yellow pages and the white pages. The most unique part of this learning center is the use of the telephone dial in writing and deciphering secret codes shown on page 24. The contract has the format of a telephone bill made out to the child and as he completes each activity, he stamps his bill "Paid."

Telephone Booth

Construction/ Materials

1 fabric board
cut into 4 sections:

- 40" x 36" for basic construction
- 9" x 24" for telephone sign
- 2 shelf sections, each 9" x 24"
- 1 purchased toy wall telephone
- 1 local telephone directory
- related activities as desired

Telephone Booth

secret code activity...

Reading Skill #560 Following Directions

CODE

To decipher the secret message, use the numerals and letters as they appear on the telephone dial in the following code:

A = 2a	J = 5a	T = 8a
B = 2b	K = 5b	U = 8b
C = 2c	L = 5c	V = 8c
D = 3a	M = 6a	W = 9a
E = 3b	N = 6b	X = 9b
F = 3c	O = 6c	Y = 9c
G = 4a	P = 7a	Let 1 = q
H = 4b	R = 7b	Let 0 = z
I = 4c	S = 7c	

SECRET MESSAGE

5c 3b 8a 9c 6c 8b 7b 3c 4c 6b 4a 3b 7b 7c

3a 6c 8a 4b 3b 9a 2a 5c 5b 4c 6b 4a

Now, use the same code to write a secret message of your own. Let a friend decipher it.

Telephone Booth Activities

Reading
Skills #560, 880, 920
Following Directions
Locational Skills

A nice feature of this learning center is that most of the activities are taken directly from resource books and instructional magazines like the ones on this page and the following pages.

Activity pages are taken from *Reading: Everyday Survival Skills*, Hayes School Publishing Co., Inc.

LET YOUR FINGERS DO THE WALKING
Use the Yellow Pages

1. How many different jobs can you find under the letter M?
2. What different jobs did you find under B and S that require a four year college education?
3. List and tell what jobs you think require the most math ability under the letters U, V & W.
4. What is the first job under A, and the last job under Z, in your phone book?
5. Did you find any other interesting job, career or occupation in the telephone book?

PHONE BOOK YELLOW PAGES

Pet Shops

AQUARIUS TROPICAL FISH INC.
Complete Line of Tropical, Marine, & Goldfish; Tanks, Terrariums, & Supplies
Set-Up & Service for Professional People
301 Wenton ——— 599-1426

Cuddles Poodle Palace
118 Jefferson - 745-6149

Paterson Pet Centers Inc
Broadway Mall - 664-3645

FAIRLAWN KENNELS, INC
Boarding-Bathing-Trimming
by appointment only
Tuesday — Saturday
15 Main ——— 745-9452

Paul's Pet Haven
298 Elliott ——— 927-2466

Pet & Plant Factory
76 Congress ——— 526-4191

PUPPY MANOR
Adorable Dogs
and Cuddly Cats only
Dog, Cat Supplies
Wells Shopping Center
——— 786-9010
——— 786-9011

TONY'S PETARAMA
All kinds of unusual pets and supplies
— see Tony's for the best in pets
44b Melvin ——— 664-7654

1. You call *Puppy Manor* for some information. The number 786-9010 is busy. What do you do? _____
2. You need a place for your dog to stay over the weekend while you are out of town. Whom do you call? _____
3. A doctor wishes to have an aquarium set up in his office. Whom does he call? _____
4. You have an old aquarium you want to make into a terrarium. Which numbers might you call for information? _____
5. What number would you call first to find out about the price of poodles? _____
6. You need food for a South American frog that was given to you. Whom do you call? _____

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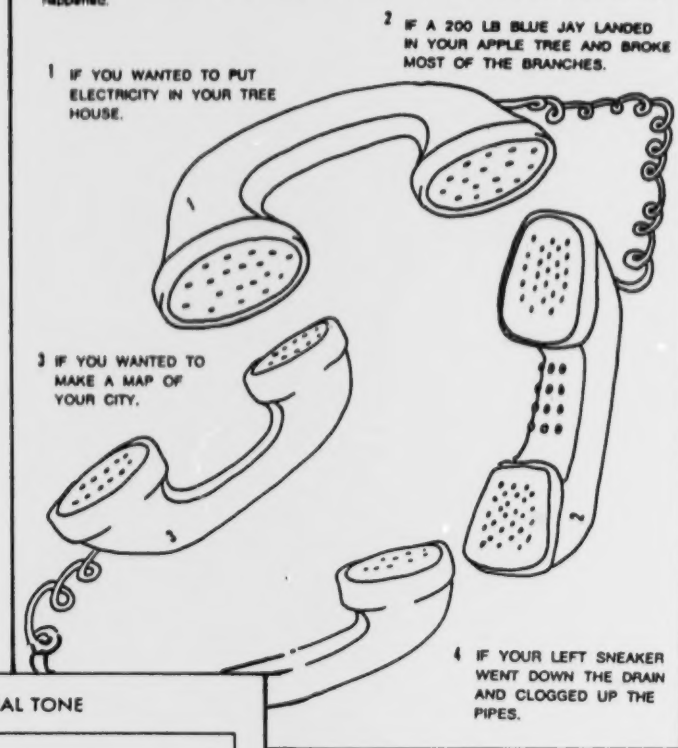
Telephone Booth Activities

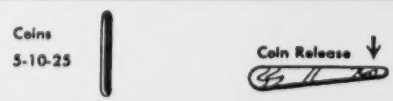
Reading Skill #560 Following Directions

WHO WOULD YOU CALL?

Directions: On the correct phone, write the type of business you would call if each of the following happened.



LISTEN FOR THE DIAL TONE



PLEASE DIAL ALL LOCAL AND LONG DISTANCE CALLS
Deposit 10¢ — Listen for dial tone — then dial
Operator will request additional deposit if call is to point outside local area.
See Call Guide Selection in Directory for additional information.
Operator-Assisted Rates Apply

STATION-TO-STATION
For places listed in local directories.....dial number
To other 617 Area Points.....dial 1 plus the number
Outside 617 Area .....dial 1, plus area code, plus number

PERSON, COLLECT and CREDIT CARD
Within 617 Area .....dial 0 plus the number
Outside 617 Area .....dial 0, plus area code, plus number

Above is much of the information you can read on a pay telephone. The area code for the above phone is 617.

1. Suppose you make a local call. How much will it cost you to talk for less than three minutes? _____
2. You are going to call a friend of yours in New York City at Station-to-Station rates. Your friend's phone number is 747-6491. The area code is 212. After depositing your dime, what then do you dial? _____
3. On the above call to New York City, the operator says to deposit an additional fifty cents. In your pocket you have 5 pennies, 2 nickels, 2 dimes, 3 quarters, and 1 50¢ piece. What do you put in the coin slot?

_____

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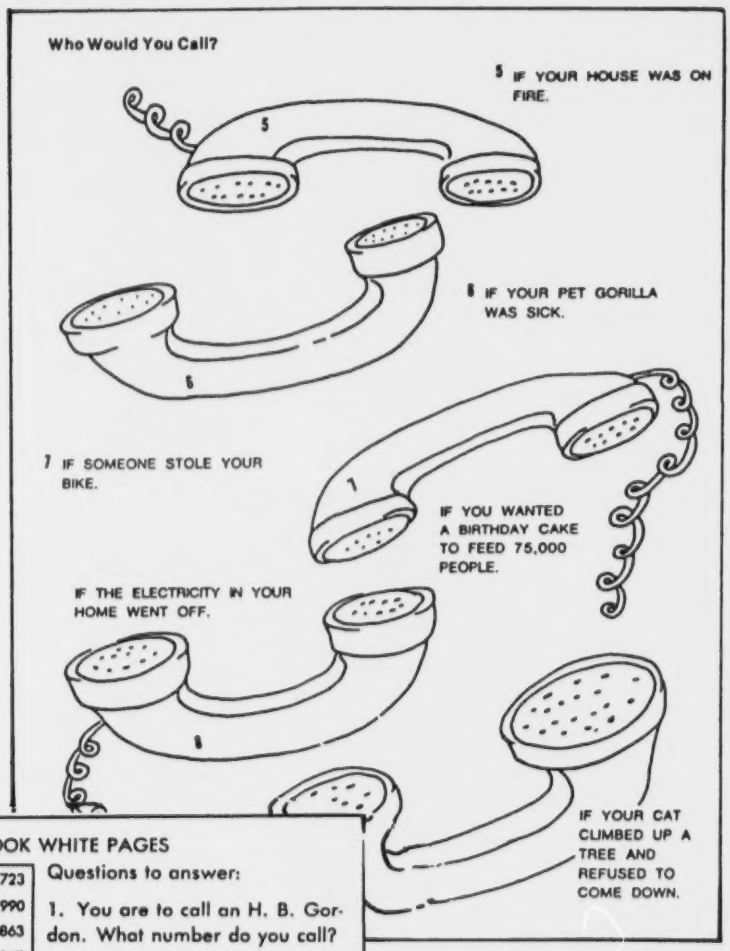
Activity pages taken from *Reading: Everyday Survival Skills*, Hayes School Publishing Co., Inc.

Telephone Booth Activities

Reading Skill #560 Following Directions



PHONE BOOK WHITE PAGES

Gordon David G 10 Front	922-4723
Gordon David J rel est 2 Main-	531-2990
Res 37 Ober	922-0863
Gordon H 19 Lynn	595-7257
Gordon Harriet B Bell Lane	595-6198
Gordon Jerome dent 20 Spruce	927-6250
Res 2000 Paradise	595-3345
Gordon Lillian M 269 Maple	595-1010
Gordon M L 28 Bayview	927-7409
Gordon Morris J atty 60 Lewis-	595-1800
Res 210 Atlantic	631-5206
GORDON REALTY 2 Main	531-2990
Res David J Gordon 37 Ober	922-0863
Res Lee M Gordon 186 Ash-	922-7458
Gordon Sam & Tobin attys 60 Lewis	595-2136
Gordon Saml F 14 Essex	595-4838
Gordon Sidney F 7 Vine	595-3982
Gordon Thos H optmtrst 201 Oxford	595-2056
Res Thos H Gordon 154 Walnut	922-5577
Gordon Wm 248 Fourth	595-3510
Gordon Sumner 5 Cliff Dr	595-1377
Gordon's Stationery Store 111 Adams	922-2469
Gore Bernard 67 Spring	595-2782
Gore Betty G 74 Pioneer	595-7227
Gorton Claus 693 Fairview	595-0472
Gowdy Henry P Marshdale Ter	595-8591

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Questions to answer:

1. You are to call an H. B. Gordon. What number do you call? _____

2. The dentist's last name is Gordon, but that's all you know. What's the number? _____

3. A Miss Gordon lives on a street named after a tree. What's her phone number? _____

4. It's after office hours and you need to call Gordon, a lawyer. What number do you call? _____

5. What salesman's name is listed twice? _____ _____

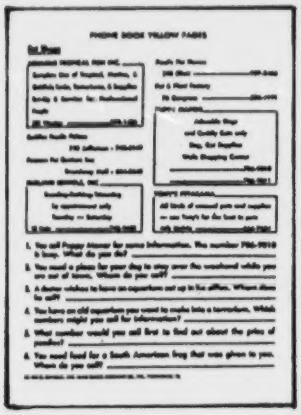
6. You are to call Bill Gordon after supper. What's the number? _____

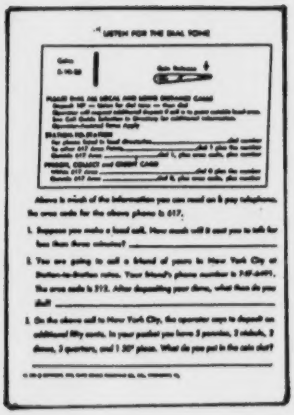
7. Mrs. Nelson needs to have her eyes checked. Whom does she call and at what number? _____

8. Sally Gordon lives with her mother at 28 Bayview. What's the number to call? _____

Activity pages taken from *Reading: Everyday Survival Skills*, Hayes School Publishing Co., Inc.

Telephone bill contract





South Central Bell

Bill to _____

Yellow Pages _____

White Pages _____

Dial Tone _____

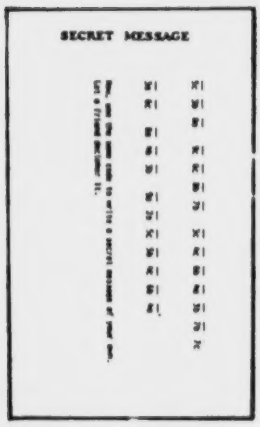
Let Your Fingers Do the Walking _____

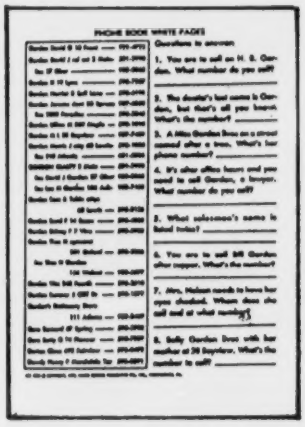
Who Would You Call? _____

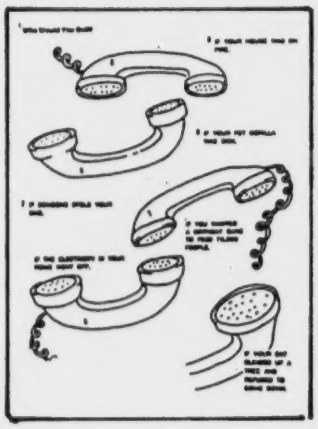
Decipher the Message _____

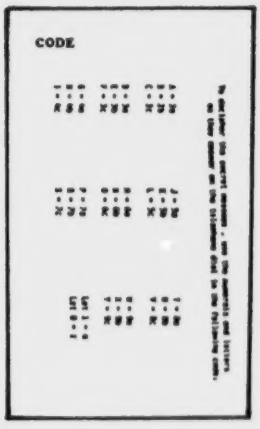
Write a Coded Message _____

Mark Paid after each title as you complete the activity.

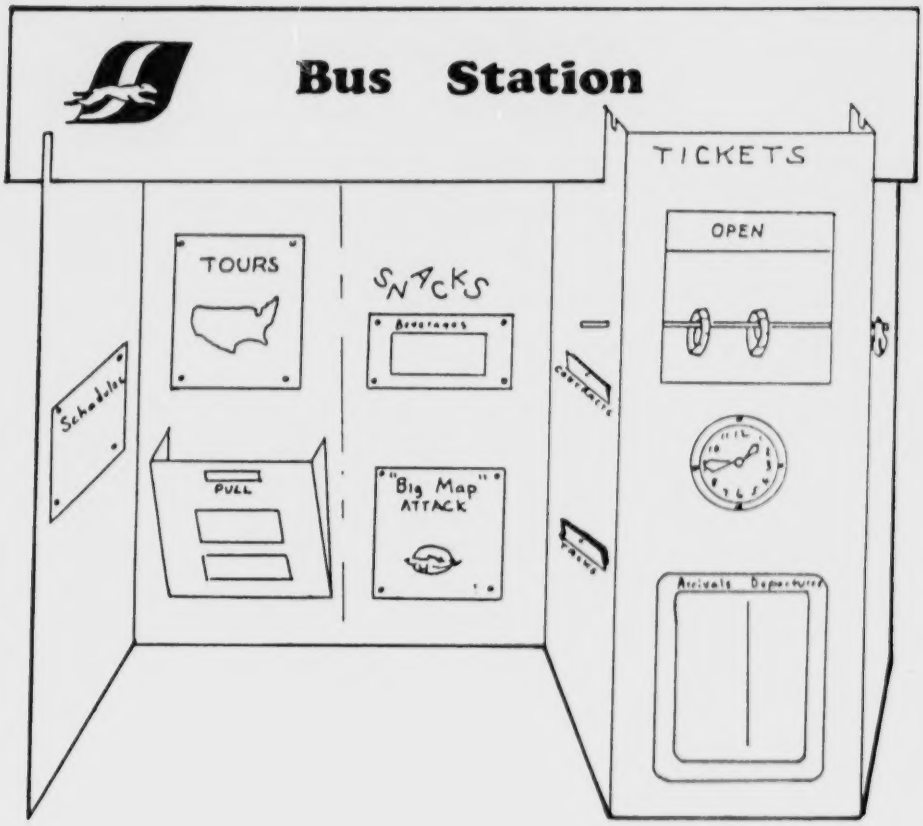








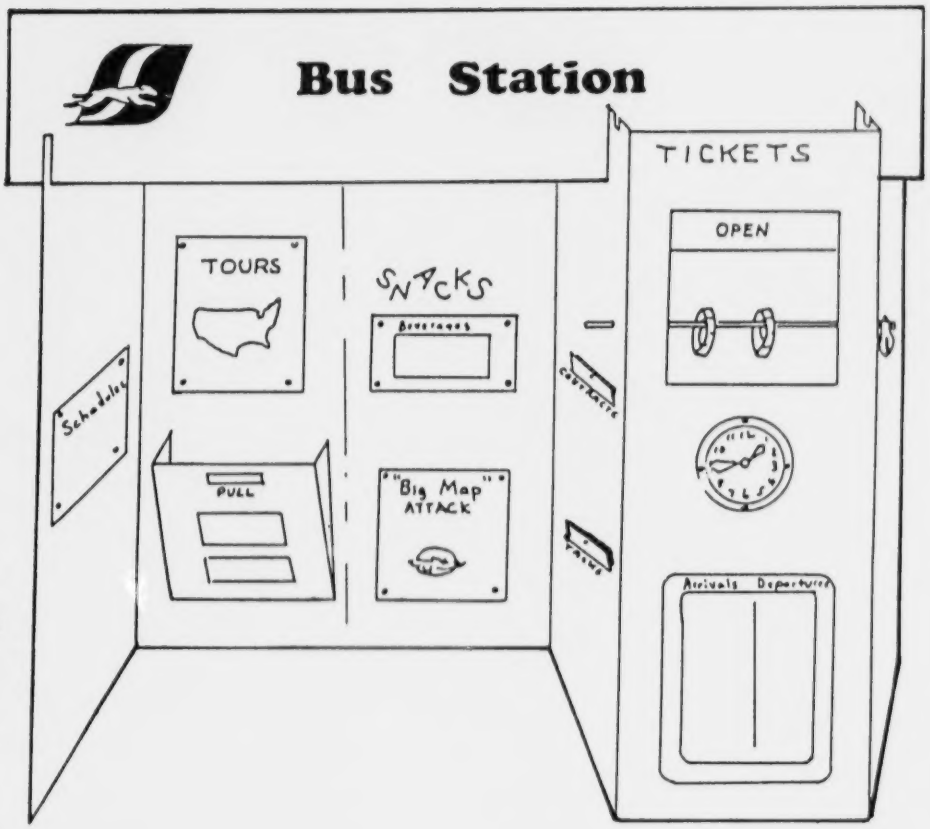
BEST COPY AVAILABLE



The Bus Station

A learning center reinforcing following directions and utilizing maps and time lines.

What better place for a learning center than at the local bus station. The student knows immediately if the center is available to him as an "open" sign will be in the ticket window. If the center is in use, a "closed" sign will be in the window with the reopening time noted on the clock face. Then at the appointed time, the student may take the responsibility of "opening" the ticket window and proceed by recording his arrival on the chalkboard indicating that the center is in use. When he has recorded his departure time, the center is ready to be used by another student.



Bus Station

Construction Materials

- 1 fabric board for basic construction of center
- 3 additional fabric board sections:
  10" x 40" for bus station sign

  14" x 28" for newspaper bin

  13" x 20" for open/closed signs
  (13" x 5" Open; 13" x 15" Closed)
- Three 16" lengths ¼" diameter dowels for securing newspaper bin and for holding tickets and hole punch
- 1 sheet poster board for 4 pockets, clock and arrival/departure board
- Current local newspapers and related activities as desired

Student's Contract

Name _____

- 1 **Newspapers** — **"Big Map" Attack** • 1
- 2 — • 2
- 3 — **Beverage Machine** •
- 4
- 1 **Tours** — **Schedules** •
- 2

Task Cards

GOING BY BUS

BOSTON — PORTLAND — BRUNSWICK — Northbound read down

Schedule No. 105	110	2052	2060	2020	2086	2072
BOSTON, MASS. Lv	1 40	8 00	10 15	12 15	2 15	4 15
Lynnfield	f	f	f	f	f	f
Danvers	2 15	8 40	10 50	12 50	2 50	4 50
Newburyport	↓	9 00	↓	1 10	3 10	5 20
Portsmouth, N. H.	3 05	9 35	11 40	1 45	3 46	6 05
Ogunquit	↓	10 00	↓	↓	↓	6 50
Kennebunk	↓	10 17	↓	↓	↓	7 07
Biddeford	↓	10 32	↓	↓	↓	7 22
Saco	↓	10 35	↓	↓	↓	7 25
Portland, Me. .....Ar	4 10	11//00	12#45	2#50	4//50	7#50
Portland Lv	4 15	11 35	1 00	3 15	5 25	8 00
Freeport	4 47	12 07	1 32	↓	↓	8 32
Brunswick	4 59	12 22	1 47	3 59	6 10	8 45

Reference marks for Schedule 105 AM — light face PM — bold face

// Meal Stop # Rest Stop f stops to receive and discharge passengers

1. In the above bus schedule bus #110 leaves Boston at 1:40 in the morning. When does it get into Portland? _____
2. You live in Newburyport and want to get into Freeport in the evening. Which bus do you take and at what time? _____
3. Which buses make a meal stop at Portland? _____
4. You leave Danvers at 8:40 AM. What time do you get into the town of Kennebunk? _____
5. You take the 2052 out of Boston, but have to stop over in Portland for two or three hours. Which is the next bus out you can catch for Brunswick? _____

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Task Cards/ Activities

Reading Skills #560 880, 900 Following Directions Chart/Graph Map Reading

1. Task cards are provided so that all of the activities are self directed, and, on each student's contract, there is a space provided for him to use the ticket punch to show the completion of each activity.

Activity page taken from *Reading: Everyday Survival Skills,* Hayes School Publishing Co., Inc.

"Big Map" Attack 1

- Study the map of your state. What are the three largest cities nearest to where you live?
- How long would it take to get to each of the three cities by bus if the bus averaged 55 miles per hour?

"Big Map" Attack 2

- Pick a vacation spot somewhere in your state. Figure out how to get there by bus. About how long would the trip be?
- Find a news story in the state section of the paper. Draw or trace your state map and pinpoint the location of the story.

2. Big Map Attack

Here, the student studies a map of his state to plan trips, trace the routes and locate points of interest. He can begin with local assignments and proceed using regional and statewide locations.

Tours 1

Have you taken a trip lately? If so:

- On the blank United States map, locate the state from which you came. Write the name on the map.
- Locate and name the state to which you came.
- Locate and name the capital cities of both states.
- Locate and name any states you traveled through to reach your destination.
- Estimate the total number of miles of your trip.

Tours 2

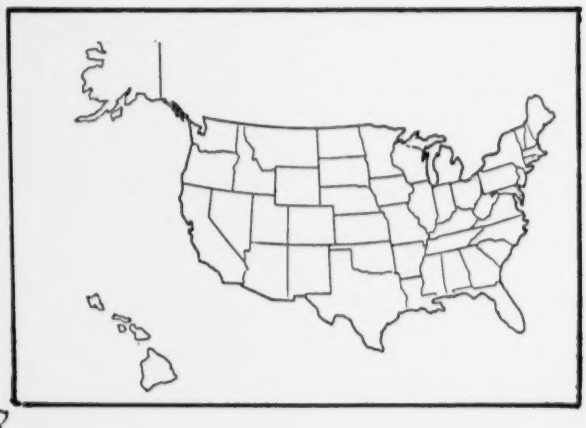
Are you taking a trip soon? If so:

- On the blank map of the United States, locate your destination. Write the name of the state and city on the map.
- Locate and name the state from which you came.
- Locate and name the capital cities of both states
- Plan and draw on the United States map a possible route to your destination.
- Estimate the total number of miles of your trip.

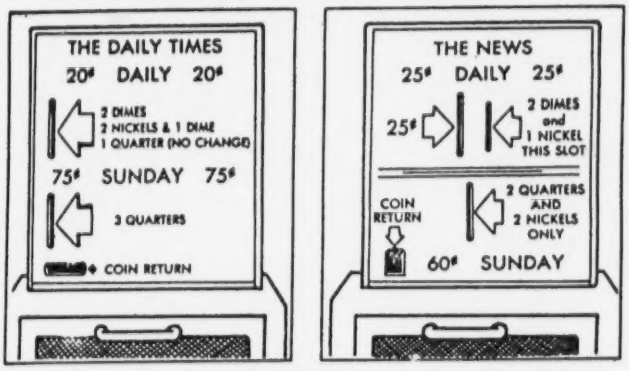
A blank United States map is given on page 66.

3. Tours Section

The "Tours" Section is particularly appropriate for the transient child, as it provides him with meaningful activities that acquaint him with his new surroundings, and also allows him to share his previous experiences in his new situation. There are specific activities for the arriving student as well as for the departing one. These are designed to make his move meaningful and also offer continuity in the educational experience from one move to the next.



BUYING A PAPER FROM A NEWSPAPER BOX



1. It's a Tuesday morning and you wish to buy a morning newspaper from a newspaper box in which you have to deposit coins. You have two newspaper boxes from which to choose (see above). You read the directions on the boxes and then look over your change. You have 5 pennies, 1 dime, and a quarter. Which paper could you buy a copy of and why? _____

2. It's Sunday morning and you wish to buy a Sunday paper from one of the boxes. The change you have is 4 pennies, 3 nickels, 3 dimes, and 2 quarters. Which paper do you buy and why? _____

3. You wish a Thursday morning copy of each of the newspapers. The change you have is 3 pennies, 3 nickels, 3 dimes, and 1 quarter. What do you use to buy the papers? _____

4. You have 5 quarters and 1 dime. Which Sunday paper could you buy a copy of? _____

4. The coin operated newspaper box offers a variety of activities from the use of the machine itself to the use of all parts of the newspaper, such as: the classifieds, the editorial page, sports section and major news events.

FOR SALE IN THE NEWSPAPER

113 TV, RADIO, HI-FI, AND CB

Rent new RCA TV Apply to purchase — call us anytime 546-6622

Color TV Sale
21" $69.95 25" $120
867 Valencia 10-9
647-3201

Don't pass this up-AM-FM stereo trntble in console, $135. Ex. cond. 279-7041

CB PUBLIC AUCTION
TV's, radios, stereos, Hi Fi, CB, etc. Warehouse 720 15th St. Newtown, Sat. only 12:30 pm, 367-9058

Giant screen TV, used slightly, ex. picture
952-8219

GE stereo, speakers & tape deck, 8 months old. Cost $500 will sac. for only $1501 668-7475; 992-8950

$700 of CB equipment for $300. 288-8310

FM & AM Stereo, beautiful, like new. Turn table, $125. Call mornings 897-0528

Reconditioned TV sets $45 up. Dixie TV Sales & Service 1732 Collier Street 944-5584

Good used Radios & TV — Center Warehouse 100 Center, Open 8:15

1. You have $100 you can spend on a CB set. Where might you find something you can afford? _____
2. What do the following newspaper abbreviations mean?
   ex. _____; cond. _____;
   sac. _____; trntble _____;
3. Why are two phone numbers listed in the GE stereo ad? _____
4. What's the best offer of an AM-FM stereo with turntable? _____ _____. Will this be the best buy you can make? _____
5. You don't have time to go to an auction, and you want to buy a used radio. Where might you find one? _____

Activity pages taken from *Reading: Everyday Survival Skills*, Hayes School Publishing Co., Inc.

LOOKING FOR A JOB IN A NEWSPAPER

MISCELLANEOUS HELP

Needed — person for warehouse work. Parson Drug Store, 3400 Canal, App. in person only please

TV helper, after school hours, uptown, 912 Milan

Weekend Snack Bar Help 9 A.M. to 5 P.M. Must be 18 years or older.
Apply 3717 Bourne Blvd.

General Help — Sunbeam Bakery 470 Howard, mng

EARN EXTRA MONEY

By delivering a Times route in the early morning. Routes in all areas available. Call Mr. Kenilly at 242-7164

Person wanted for interesting work. No experience nec. Aft. school only weekdys. Write Times Box 222X

Stocker for supermkt. 341-2294 Hard worker only

BASSEY'S SPORTS

Part-time position for someone to press on lettering on T-shirts and uniforms. Apply in person at 2617 Eden Avenue

Grass cutters are needed weekends to operate electric grass trimmers & power motors. See Lee Hendricks City Park 5100 Pont Cir. Drive Sat. between 9-12

1. You are looking for a part-time job, but can work weekends only. Where could you apply for a job? _____
2. What do the following newspaper abbreviations mean?
   app. _____; nec. _____; aft. _____;
   weekdys. _____; supermkt. _____;
   cir. _____;
   Why are such kinds of abbreviations used? _____
3. You aren't 18 yet. Which job isn't open to you? _____
4. Which ad requires that you send a letter? _____
5. You like sports and would like to work in a sports shop. Why might it be good to apply for the part-time position at Bassey's? _____

5. These activities are kept current by changing the newspaper daily.

As you look through the "Help Wanted" section of the newspaper, fill in the following information:

1) How many different jobs are listed? _____
2) How many are for men? _____
3) How many are for women? _____
4) How many are for both men and women? _____
5) How many part-time jobs are listed? _____
6) List jobs that require previous experience or training.

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

7) List jobs that require no previous experience or jobs where training is provided.

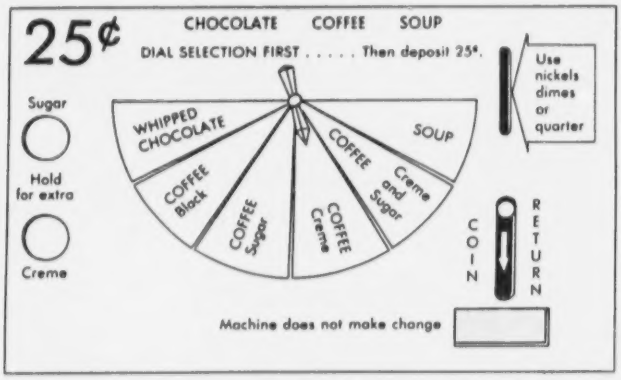
1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

8) List job requirements of special jobs that require something other than experience such as age, education and equipment.

JOB TITLE	REQUIREMENTS
1.	
2.	
3.	
4.	
5.	

Activity pages taken from *Reading: Everyday Survival Skills*, Hayes School Publishing Co., Inc.

THIRSTY? DEPOSIT 25¢



1. Ms. Foster wants a drink from the above drink machine. She wants coffee with sugar and some extra sugar. What does she do before she deposits her 25¢? _____

2. Charley Sikes dials whipped chocolate. He then puts two dimes and a nickel in the machine, but nothing happens. What does he do next? _____

3. Laura Sweeney wants soup. She deposits 3 nickels and a dime. But she doesn't get soup — she gets black coffee instead. What happened? _____

4. Phil Nappy dials coffee with creme and sugar. He doesn't have the correct change so deposits 3 dimes. What happens? _____

5. You need 3 soups for yourself and two friends. You dial soup. Then deposit 3 quarters, one at a time. You get the first two soups, but not the third. The third quarter drops through at the coin return slot. Why? _____

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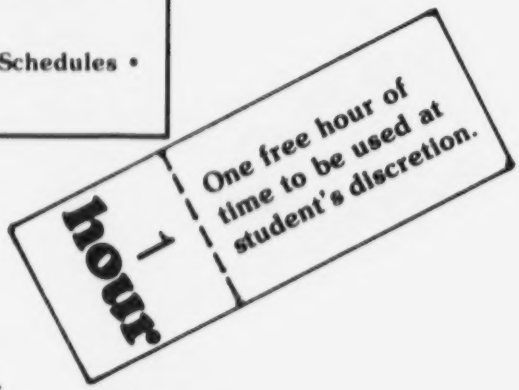
6. When all activities have been completed and the student's contract shows each one "punched," the student earns a ticket which entitles him to a special privilege. This could be an hour of free time that he may cash in at his discretion or a field trip to a local point of interest.

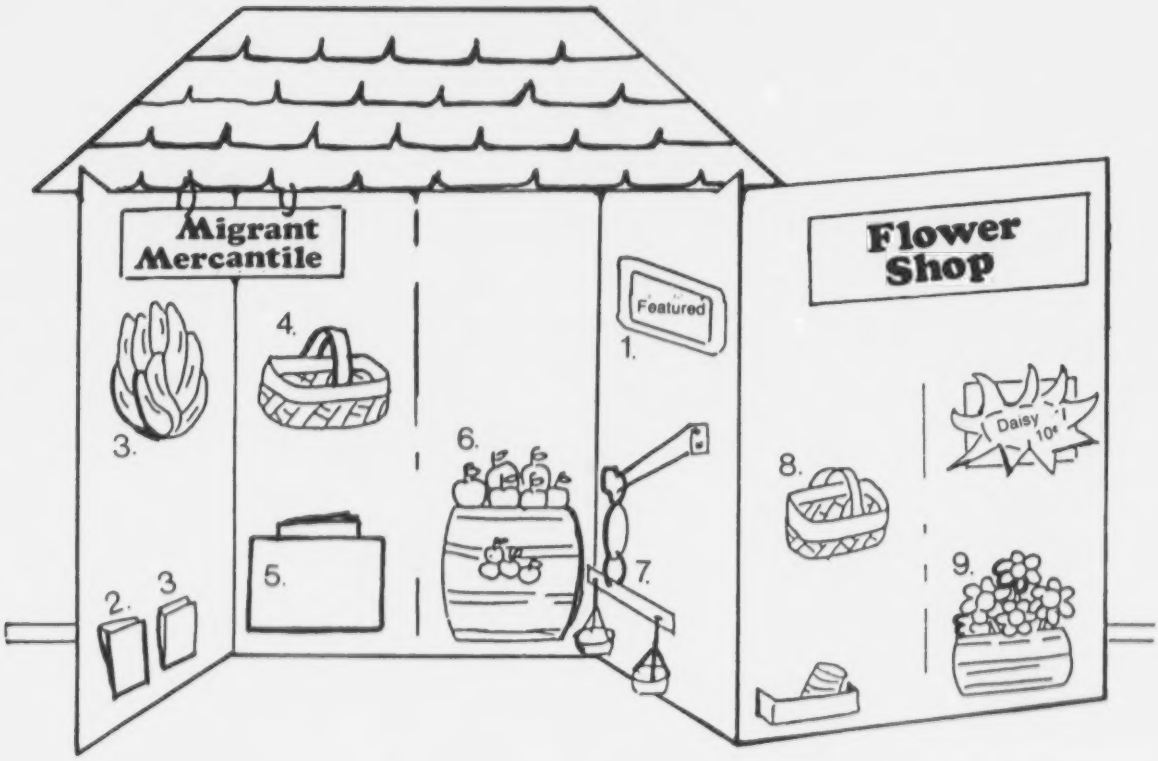
Student's Contract

Name _____

• 1	**Newspapers**	**"Big Map" Attack**	• 1
• 2			• 2
• 3		**Beverage Machine**	•
• 4			
• 1	**Tours**	**Schedules**	•
• 2			



Activity page taken from
Reading: Everyday Survival Skills,
Hayes School Publishing Co., Inc.



Migrant Mercantile

A learning center that offers a variety of reading and math activities.

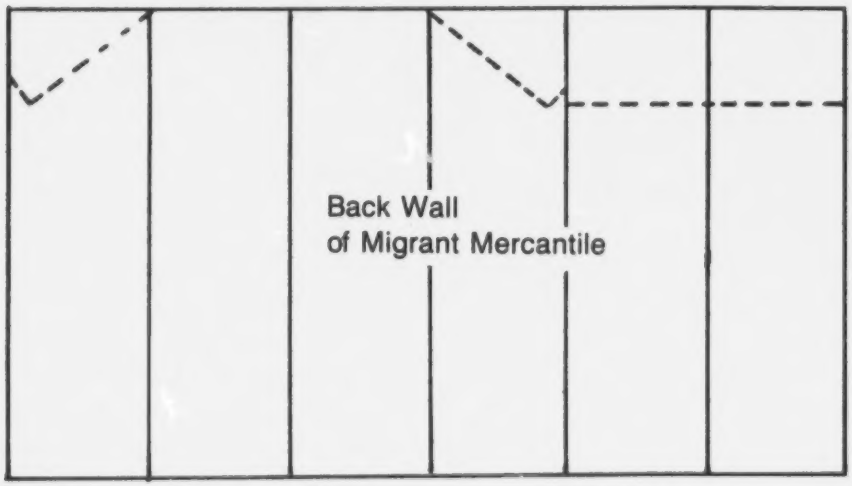
Let's stop in at the Migrant Mercantile for some refreshing activities. As the student approaches this learning center he signs in on the slate provided (1). Numbers 2 and 3 offer task cards for all directions to the learning center and the student keeps his own record of completed activities so that he may come and go as scheduling permits. Number 7 is a working pan balance for working with weights and measures. A catalog sales department (5) includes activities involving money. The apple barrel (6) holds apple shapes that are used to reinforce combinations of multiple addends. In the market basket (4) our student will find delicious assignments involving M & M's.

At the flower shop the daisies (9) offer reinforcement of vowel sounds. When all activities are completed the student is invited to write his name on a banana (3) showing that he is "one of the bunch."

Migrant Merchantile

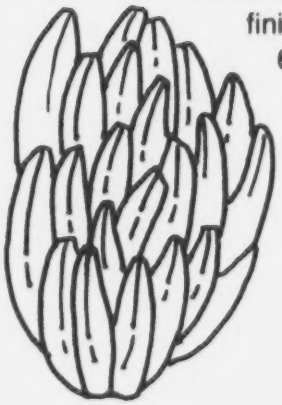
Construction

The Migrant Mercantile learning center is constructed using sections of one fabric board, poster board, brads, permanent markers and acrylic paint.



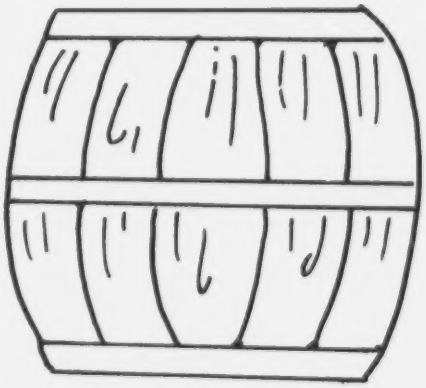
Using a sharp knife, cut fabric board along broken lines, paint and assemble.

Patterns:



bananas
finished size
6'' x 8''

flower
finished
size
9'' long



apple barrel
finished size 6 ½ x 9 ½

Apples may be cut from Ellison Letter Machine.

Migrant Mercantile

Activities

(1) Student will sign in on "Featured" chalkboard.
Make your chalkboard by placing dark colored contact paper onto poster board.

(2) A small brown bag holds task cards to be selected by the student for math and reading activities.

(3) A contract may be signed by each student upon completion of activities.
Contracts and Task Cards may be cut from these pages and backed with poster board.

My name is _____

I have completed the following activities:

Apples ☐	Weights and Measures ☐
M & M's ☐	Pick a Flower ☐
Catalog Sales ☐	Plant a Flower ☐

When you have completed all activities, write your name on one of the bananas. You are "ONE OF THE BUNCH!"

My name is _____

I have completed the following activities:

Apples ☐	Weights and Measures ☐
M & M's ☐	Pick a Flower ☐
Catalog Sales ☐	Plant a Flower ☐

When you have completed all activities, write your name on one of the bananas. You are "ONE OF THE BUNCH!"

(4) Purchased baskets contain 2 packages of M & M's.

Math Skill #073 Signs and Associated Word Names

Task Card:

M & M's

1. Open the bag of M & M's and separate them by color.
2. Which color has the most? Which color has the least?
3. Complete these sentences with > or <

   green ___ yellow yellow ___ green

   brown ___ orange orange ___ green

4. Put the colors in separate rows. Make a graph showing the colors.
5. Put the M & M's away. Go to the clean bag and take out one M & M the color you had the most of and one M & M the color you had the least of and EAT THEM!

Skill #073 Math

Reading
Skills #100, 500
Alphabet
Classification
Math
Skill #536

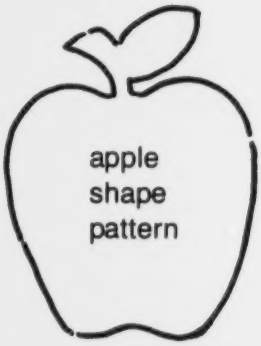
Money

(5) Poster board rack holds catalogs.

Task Card:

> **Catalog Sales**
>
> 1. List the members in your family. Choose one present for each person. List the cost of each present and find the total cost.
> 2. Your Dad has just been given a two-week vacation. The whole family is going camping. Choose all the equipment you will need. Make a list showing the total cost.
> 3. Find five things from the catalog that will fit in each of these categories:
> useful attractive fun necessary
> 4. It is your birthday! Choose any one gift from one of the catalogs. Tell why you chose that particular one.
> 5. How many different kinds of catalogs do we have at this center? List them in alphabetical order.
>
> **Skills #500 & #100 Reading and #536 Math**

(6) Fifteen small apple shapes are cut from poster board. Print the following numerals on the apple shapes:
20, 25, 39, 5, 27, 8, 6, 11,
1, 17, 22, 13, 3, 7, 2



Task Card:

Math
Skills #076, 119
Ordination
Addition

> **Apples**
>
> 1. The apples on the outside of the barrel are sums. Use the numerals on the apples in the barrel to show true addition sentences. How many different combinations can you find for each sum? Record your answers.
>
> 2. Arrange the apples in numerical order. Leave a space for each missing numeral. Record the missing numerals.
>
> **Skills #076, 119 Math**

(7) Two plastic containers are attached with cord to fabric board scales hung with rings.

Task Card:

Math Skill #531 Measurement Weight

Weights and Measures

1. Which weighs more - three buttons or two paper clips?
2. Find which is heavier - a button or a paper clip?
3. How many paper clips does it take to balance an eraser?
4. Balance an orange and a potato. Which is lighter? Do you think this will always be true?
5. Which weighs more - a cup of whole potato chips or a cup of crushed potato chips?

Record your answers on paper!

Skill #531 Math

(8) Purchased basket contains flower seeds and scoop. Fabric board rack holds pots and potting soil.

Task Card:

Reading Skill #560 Following Directions

Plant a Flower

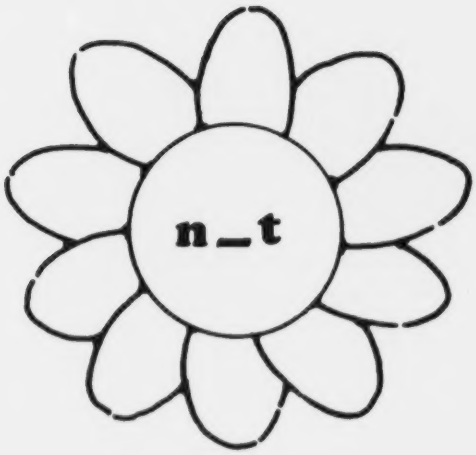
Put some dirt in a pot.
Plant a seed and water it.
When your plant begins to grow, measure it every day.
Record your plant's growth for one week.

Skill #560 Reading

Migrant Mercantile

Reading Skill #240 Short Vowels

(9) Use flower shapes cut from poster board. On the center of each flower, write words with short vowel sounds, omitting the vowels (see illustration).



Task Card:

Pick a Flower

How many flowers can you pick?

Use vowels to make as many words as you can. Each flower can be made into more than one word.

Write your words on paper!

VOWELS: a e i o u

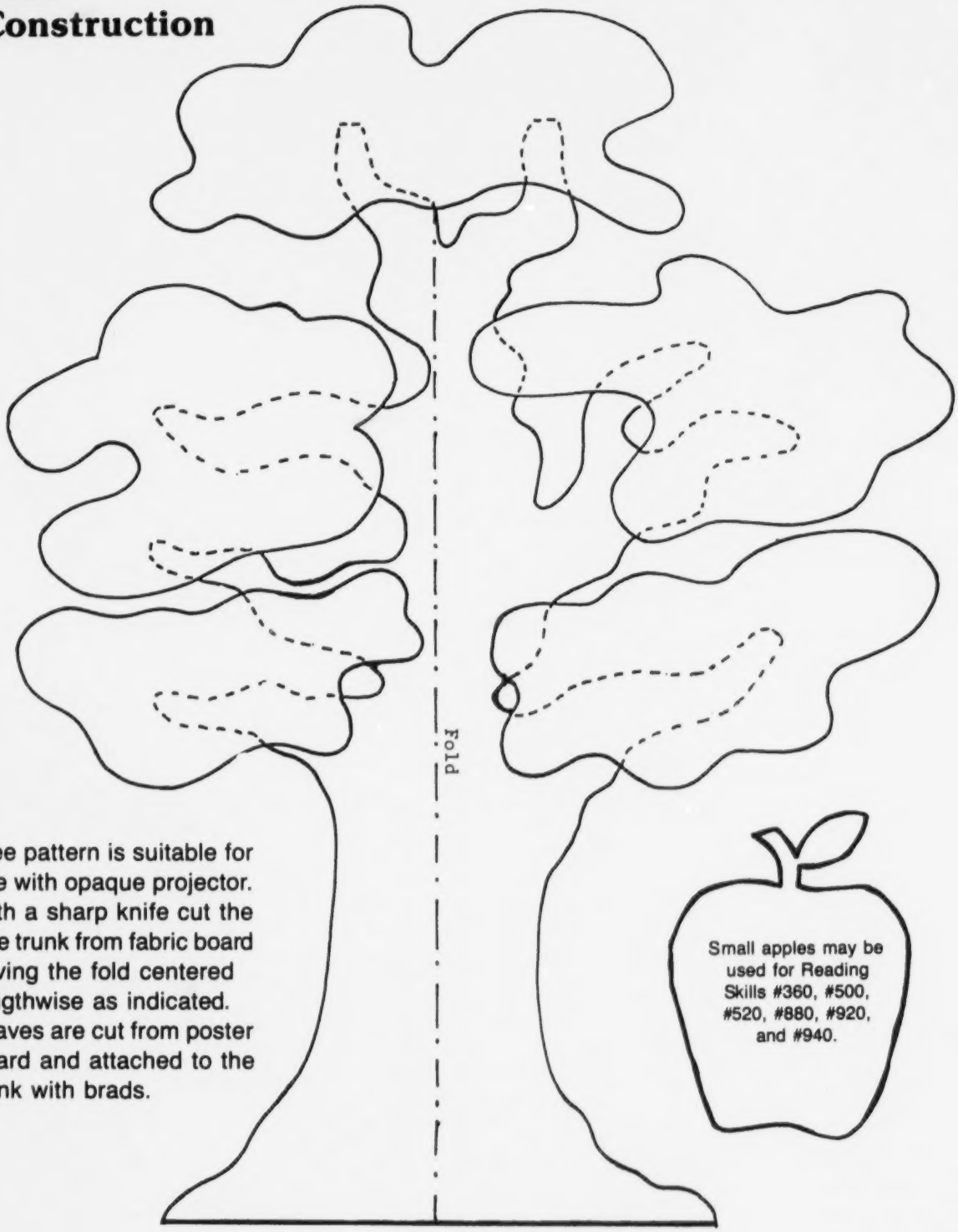
Skill #240 Reading

The Tree

A learning center reinforcing the skills of sequencing, classification, following directions and organizing.

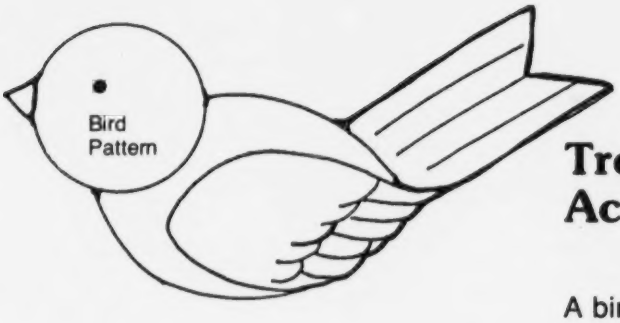
A nice place to pause and rest is under a tree. But this is just not an ordinary tree. Besides being decorative, it is also a learning center. In the bird house, we find activities to reinforce the skills of sequencing, classification, following directions, organizing and more (shown on page 46). With the addition of seasonal fruit or blossoms you can add root words, prefixes, suffixes and math problems.

Tree Construction



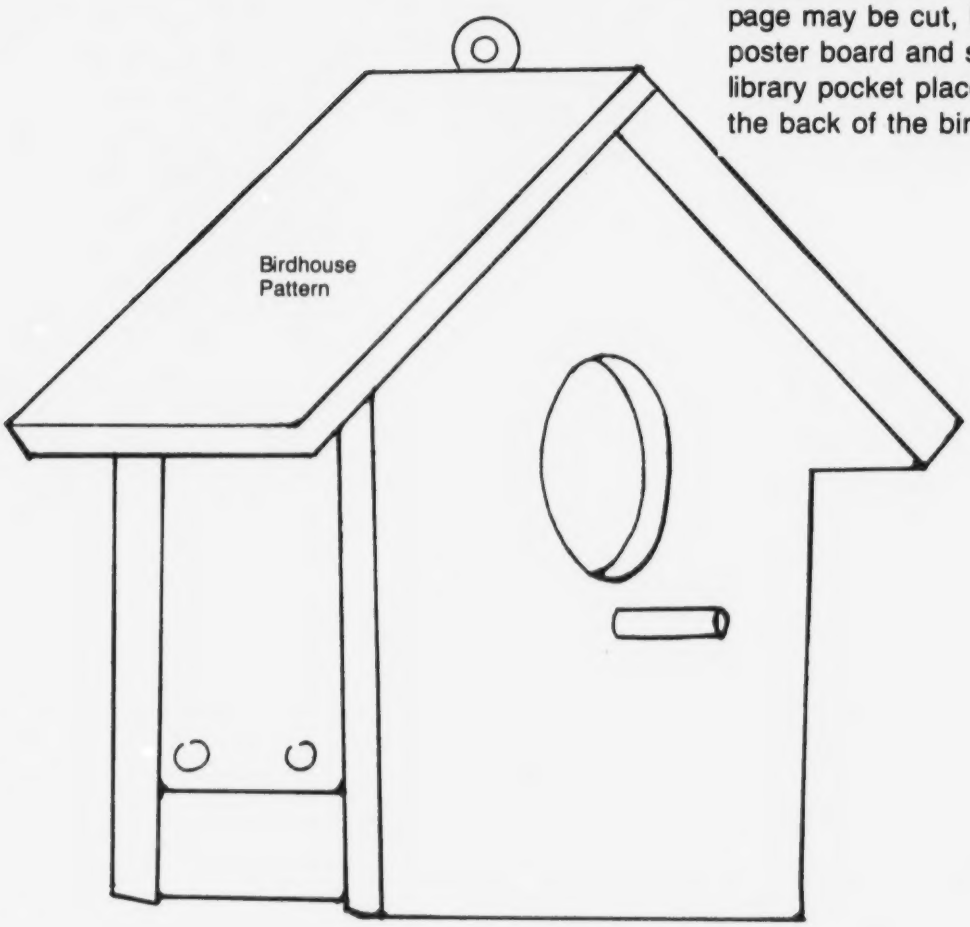
Tree pattern is suitable for use with opaque projector. With a sharp knife cut the tree trunk from fabric board having the fold centered lengthwise as indicated. Leaves are cut from poster board and attached to the trunk with brads.

Small apples may be used for Reading Skills #360, #500, #520, #880, #920, and #940.



Tree Accessories

A bird and birdhouse may be added. Tasks from the following page may be cut, backed with poster board and stored in a library pocket placed on the back of the birdhouse.



Birdhouse

Task Cards

Reading Skills #500, 520 560, 940

Classification
Sequence
Following Directions
Organizing

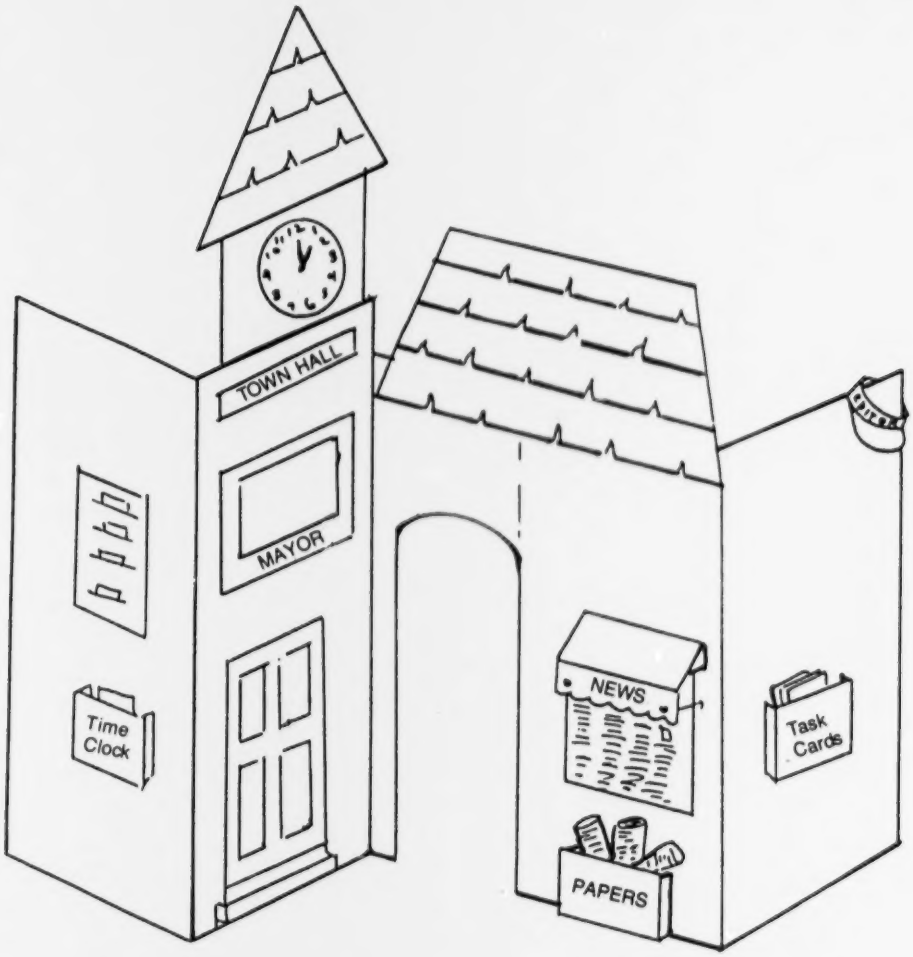
Make a TREE showing how our school works.

Make a TREE to show the branches of our state government.

Make a TREE that shows how letters get to your house from other states.

Make a TREE of an orchestra. Put the conductor on the trunk of the tree.

Make a TREE that shows how a city develops from a single house.



The Town Hall/Newsstand

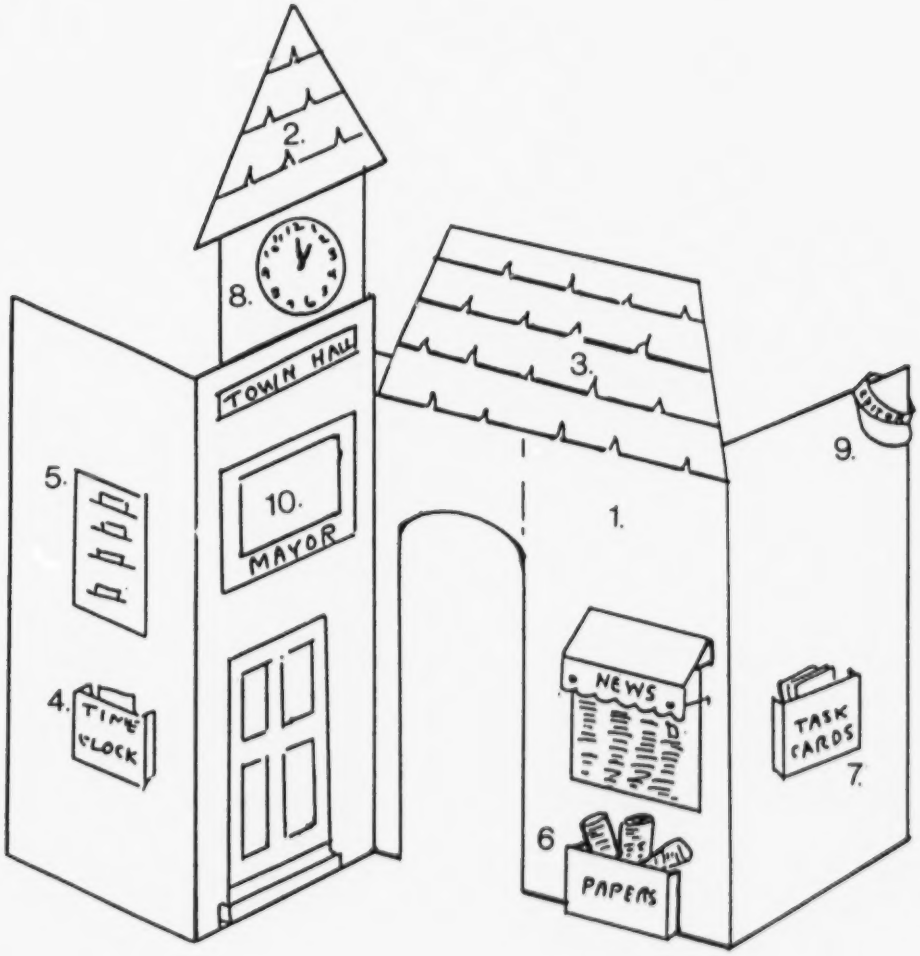
A learning center reinforcing a variety of skills in reading and math.

This learning center has its own working clock. The mechanism was taken off a discarded clock and placed on the learning center. When a student is scheduled to work at this learning center, he pulls his time card and records the time he "clocks in." Then he may visit the newsstand where an abundance of newspaper activities are housed. If he likes, he may wear the editor cap and even retreat through the archway to a special working area. There he may work on one of many skills—anything from sequencing using comic strips to calculating percentages using baseball statistics. The activities can be changed frequently and with no extra cost by using newspapers and discarded magazines. And it's always nice to give students special recognition. This learning center features a mayor of the week!

Town Hall/Newsstand

Construction

The Town Hall/Newsstand learning center is constructed using sections of one fabric board, poster board, brads, permanent markers and acrylic paint. Cutting layout and activities are number coded to the illustration below.

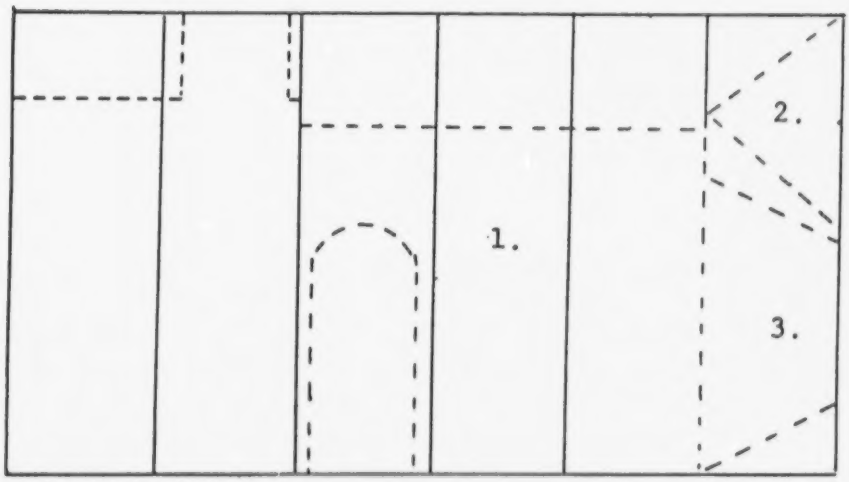


Cutting Layout

Using a sharp knife cut fabric board along broken lines. Attach roof sections (2 and 3) to wall section (1) with brads. Poster board strips may be added as roof shingles.

Three poster board racks (4, 5 and 7) attached with brads hold activity cards made by cutting the cards provided on pages 50, 51 and backing them with poster board. Poster board rack number 6 holds rolled sections of local newspapers.

Purchased self-sticking stars may be stored in the Task card rack (7).



The clock face is mounted on the Town Hall tower (8). A battery operated clock may be installed or clock hands may be cut from poster board using patterns provided.

Town Hall/Newsstand

Task Cards

Contract:

Star Reporter _____

Directions: Write your name in the blank provided and select one of the center's newspapers. Each time you complete an assignment, you may place a star in its square. When you have completed the first five activities, you may do the last one and become a star reporter!

1. ☐ 4. ☐
2. ☐ 5. ☐
3. ☐ 6. ☐

Reading Skills #240, 260 Short Long Vowels

1. Mark all the long and short vowel sounds in the headline words. Check your answers with the dictionary.

Reading Skill #400 Contractions

2. Find and circle 5 contractions in the newspaper. Write the words representing each one. Check your answers with the dictionary.

Town Hall/Newsstand
Task Cards

Reading
Skill #340
Using Syllables

3. Select one sentence in a newspaper article. Divide each word into syllables using the rules of syllabication.

Math
Skill #368
Decimals—
Addition

4. Select 3 items from the classified ads that you would like to have. What is the total cost? Check your answer with the calculator provided.

Math
Skills #119, 515
Whole Numbers—
Addition
Measurement—
Time

5. You may choose two television programs to watch this evening. How many minutes is each one? What is the total number of minutes? Convert this into hours. Use the calculator to check your answer.

Town Hall/Newsstand

A purchased visor labeled "Editor" (9) may be worn by the student as he works at the center.

Special recognition may be given by placing a student's photograph in the mayor's frame (10).

Task Cards
Math
Skill #515
Measurement-Time

(4)

Directions: Pull a time card and write your name in the space provided. When you arrive at the center, record the time and when you depart, record the time. Calculate the number of minutes that you spent there.

(5)

Name _____

Time in:

Time out:

Total number of minutes:

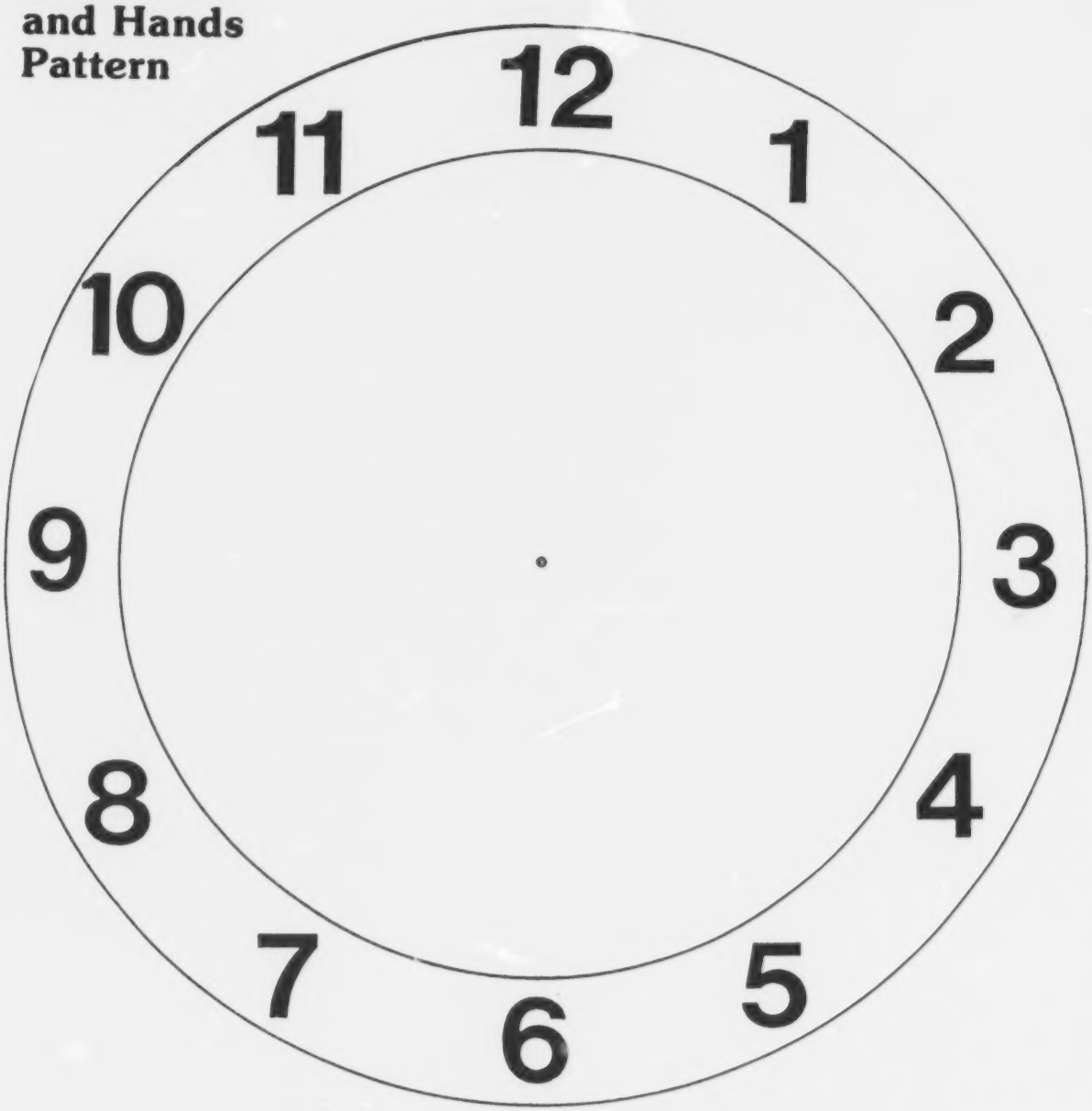
Name _____

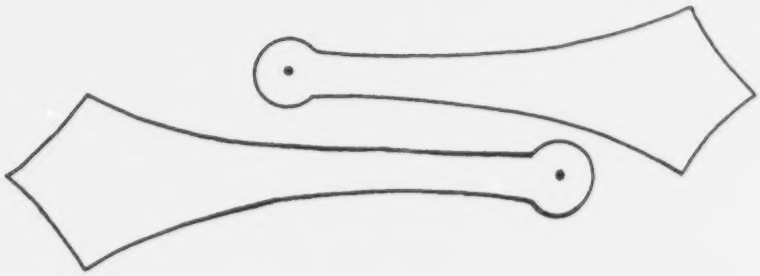
Time in:

Time out:

Total number of minutes:

Clock Face and Hands Pattern

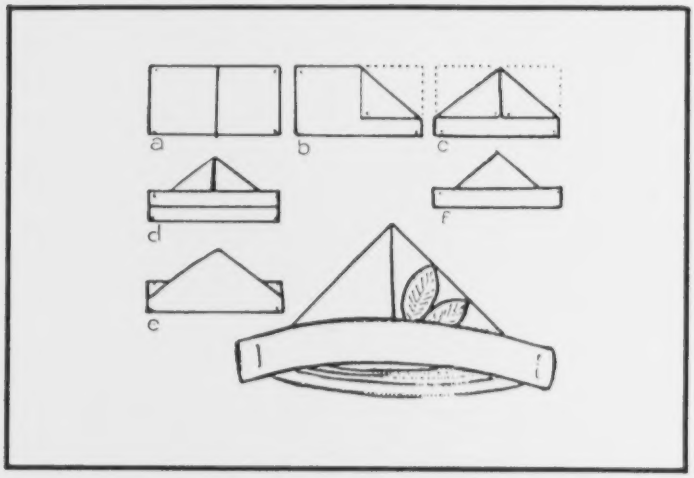




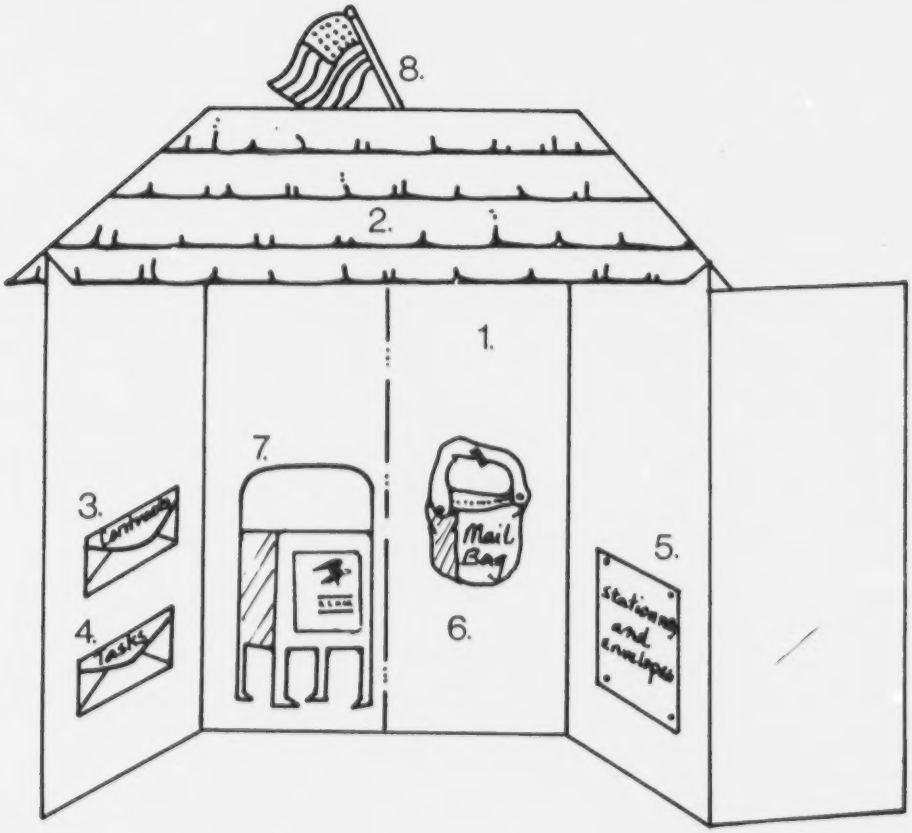
Town Hall/Newsstand
Task Cards

6. Look at the picture on the back of the card. Following its directions, make a similar hat. You are now a star reporter!

Reading Skill #560 Following Directions



(Reverse Side of Card No. 6)



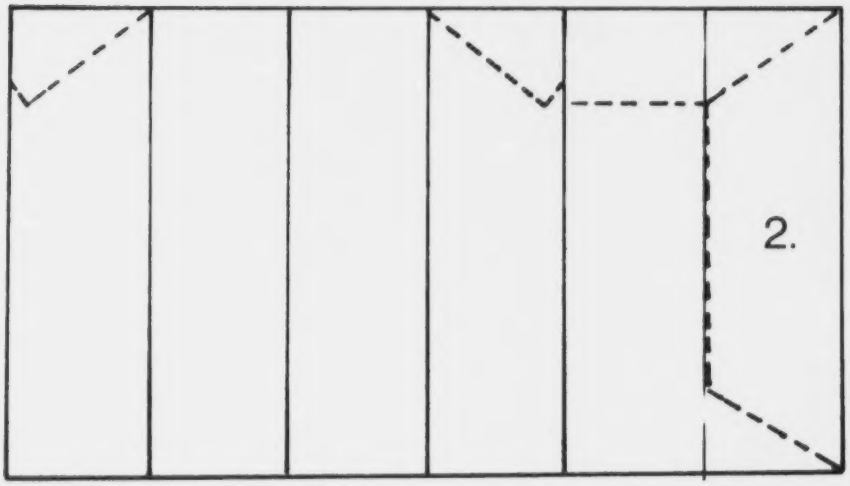
The Post Office

This learning center offers a variety of skill building activities in reading comprehension, auditory discrimination and locational skills.

Sending a postcard to a favorite pen pal makes this learning center fun as well as educational. The tasks can be put in envelopes addressed to the students assigned to these activities. As each task is completed, the student may place a stamp in the appropriate space on his contract. Opportunities for creative writing are provided, as well as using accepted letter writing format. A zip code directory allows for students to utilize practical information, and of course, there is a working mailbox to send the letters. Students may begin a collection of postmarks for each state in the union and they may be placed on the U. S. map. The American flag, which every U. S. Post Office flies, opens the door for activities promoting patriotism. One of the activities includes the Pledge of Allegiance, reinforcing its meaning and offering practice for memorization. Postcards may be contributed by students and used for sorting and classifying.

Cutting Layout

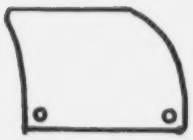
Using a sharp knife, cut fabric board along broken lines; paint and assemble.



From poster board cut two envelope pockets for Contracts (3) and Tasks (4) and a pocket to hold Stationery and Envelopes (5).

The pattern on the following page may be used to cut the mail bag (6).

Using an opaque projector, enlarge the mailbox pattern and cut from blue poster board. Assemble and attach with brads (7).

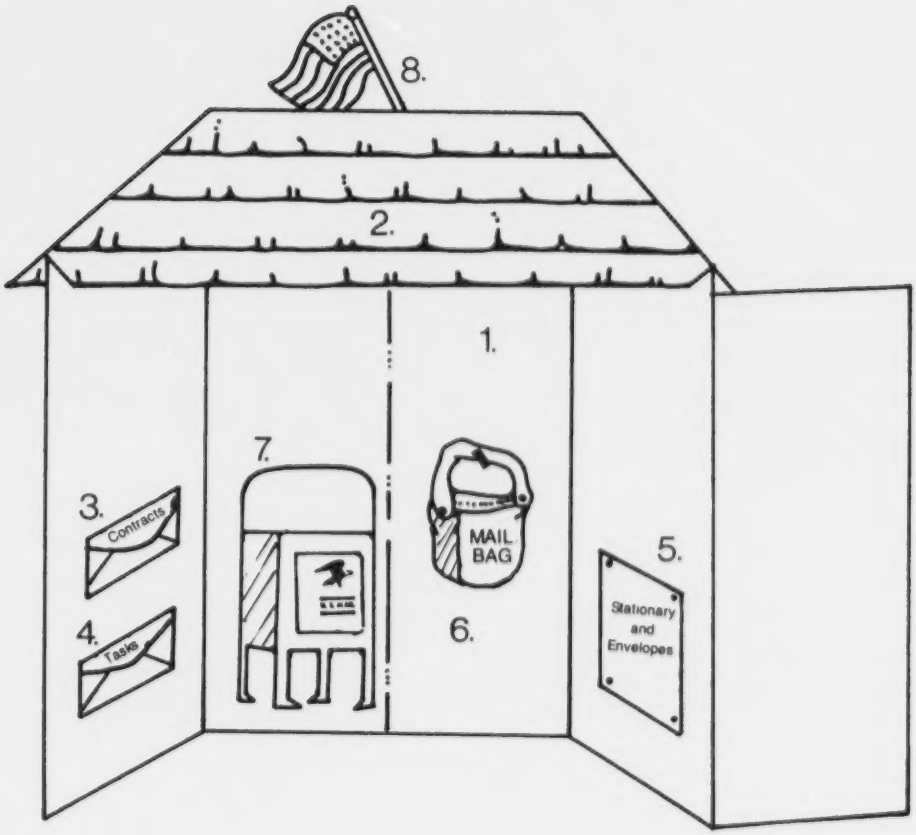


Mailbox flap may be attached with brads as indicated.

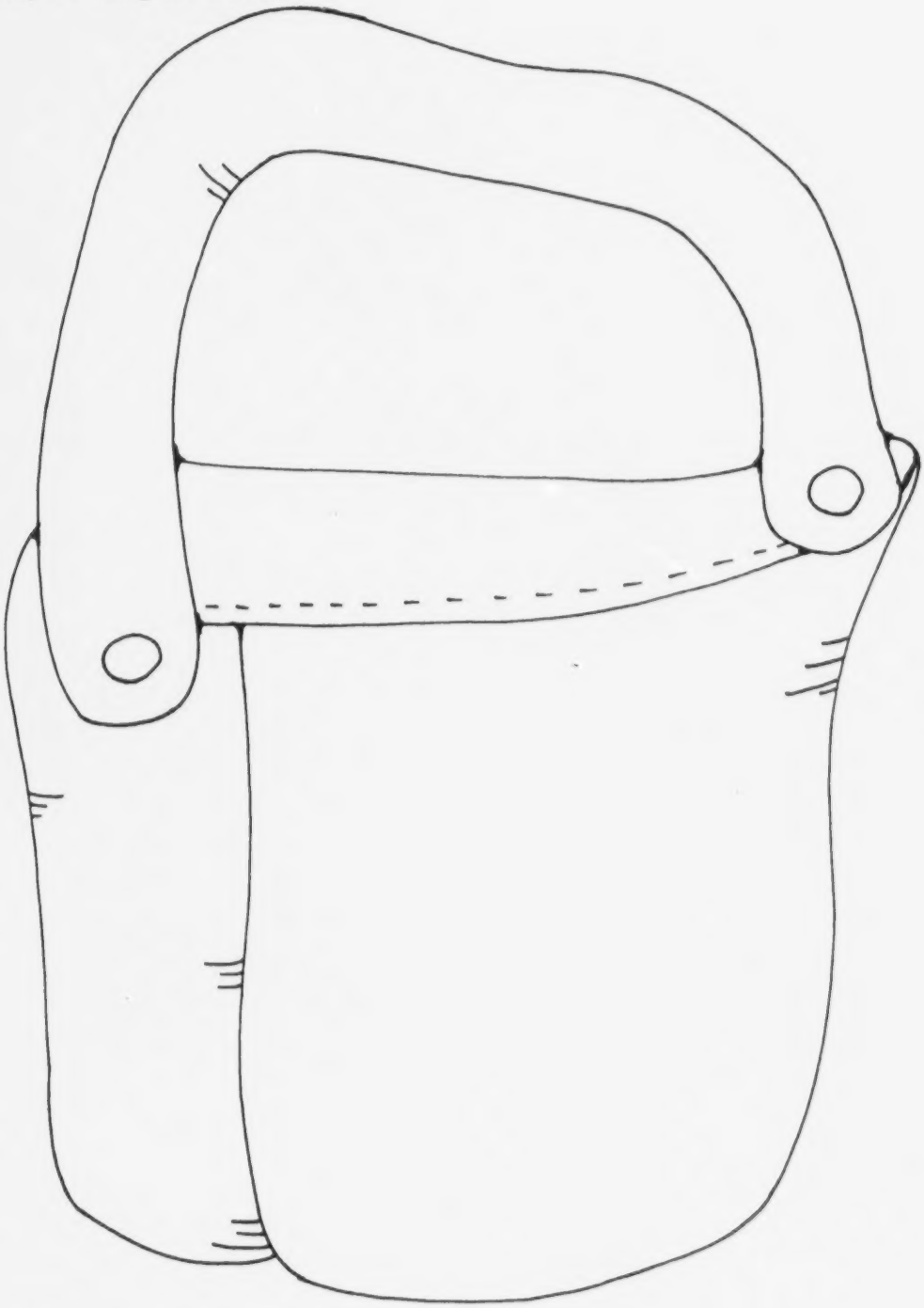
Post Office
Construction

The Post Office learning center is constructed using sections of one fabric board, poster board, brads, permanent markers and acrylic paint.

Cutting layout and activities are number coded to the illustration below.



Cut mail bag from brown poster board. Cut slit on broken lines. Attach a pocket on back so that purchased postcards are held in bag.
The bag may be hung on a dowel peg (6).



Contracts may be cut, backed with poster board and stored with purchased stickers in envelope pocket (3).

Name _____		
1	2	3
4	5	5
5	5	5

Name _____		
1	2	3
4	5	5
5	5	5

Name _____		
1	2	3
4	5	5
5	5	5

Activities

Prepare six activity envelopes by cutting directions from these pages and using with purchased envelopes. These may be stored in Tasks pocket.

Place on front of envelope:

IMPORTANT!
READ FIRST.
DIRECTIONS

Place inside envelope:

Dear Student,

Choose the envelope that is addressed to you and follow the directions for the task it contains. When you have completed it, you may place a stamp on your contract.

Sincerely,

Your Teacher

Place on front of envelope:

Activity 1

Student's name _____

Reading Skill #560 Following Directions

Stationery and envelopes for this activity should be provided in the pocket designated (5).

Place inside envelope:

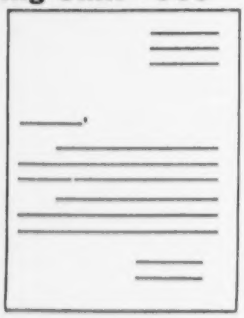
Dear Student,

Using the stationery provided, write a letter to one of your friends. Be sure and use the proper format for a friendly letter.

Sincerely,

Your Teacher

Reading Skill #560



Reading
Skill #920
Locational Skills

A zip code directory should be available for the student's use for this activity.

Place on front of envelope:

Activity 2

Student's name _____

Place inside envelope:

Dear Student,

Pretend that your friend lives at 103 Oak Street in Avery, Idaho. Address an envelope to him and locate the correct zip code in the zip code directory.

Find zip codes for the following places: Lincoln, Montana; Gulfport, Mississippi; Hart, Texas; Tiger, Georgia. Address an envelope to someone in each of these places. Check your answers by looking at the back of this letter's envelope and then deposit your mail in the mailbox.

Sincerely,

Your Teacher

Reading Skill #920

Place on back of envelope:

ANSWERS
Avery, ID 83802
Lincoln, MT 59639
Gulfport, MS 39501
Hart, TX 79043
Tiger, GA 30576

Reading
Skill #500
Classification

Several postcards should be provided in the mail bag (6) for this activity.

Place on front of envelope:

Activity 3

Student's name _____

Place inside envelope:

Dear Student,

Remove the postcards from the mailbag and look at each picture. Sort them according to things that are stationary and moving. To check your answers look on the opposite side of each postcard. Now you decide on different classifications and sort them accordingly.

Sincerely,

Your Teacher

Reading Skill #500

Reading
Skills #060, 520
Auditory discrimination
Sequence

A small American flag may be attached to the roof of the learning center (8).

Place on front of envelope:

Activity 4

Student's name _____

Place inside envelope:

Dear Student,
Every United States Post Office flies the American flag. When I see the American flag, the Pledge of Allegiance comes to mind. Can you recite it by memory? Now try and write it. To check yourself, look at the back of the envelope.

Sincerely,

Your Teacher

Reading Skills #060, #520

I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

Place on back of envelope.

Reading
Skills #560, 920
Following Directions
Locational Skills

The United States map on the following page may be backed with poster board and attached with brads to the back of the learning center.
Access to encyclopedias and several pieces of mail showing various postmarks should be provided for the student's use.

Place on
front of envelope.

Activity 5

Student's name _____

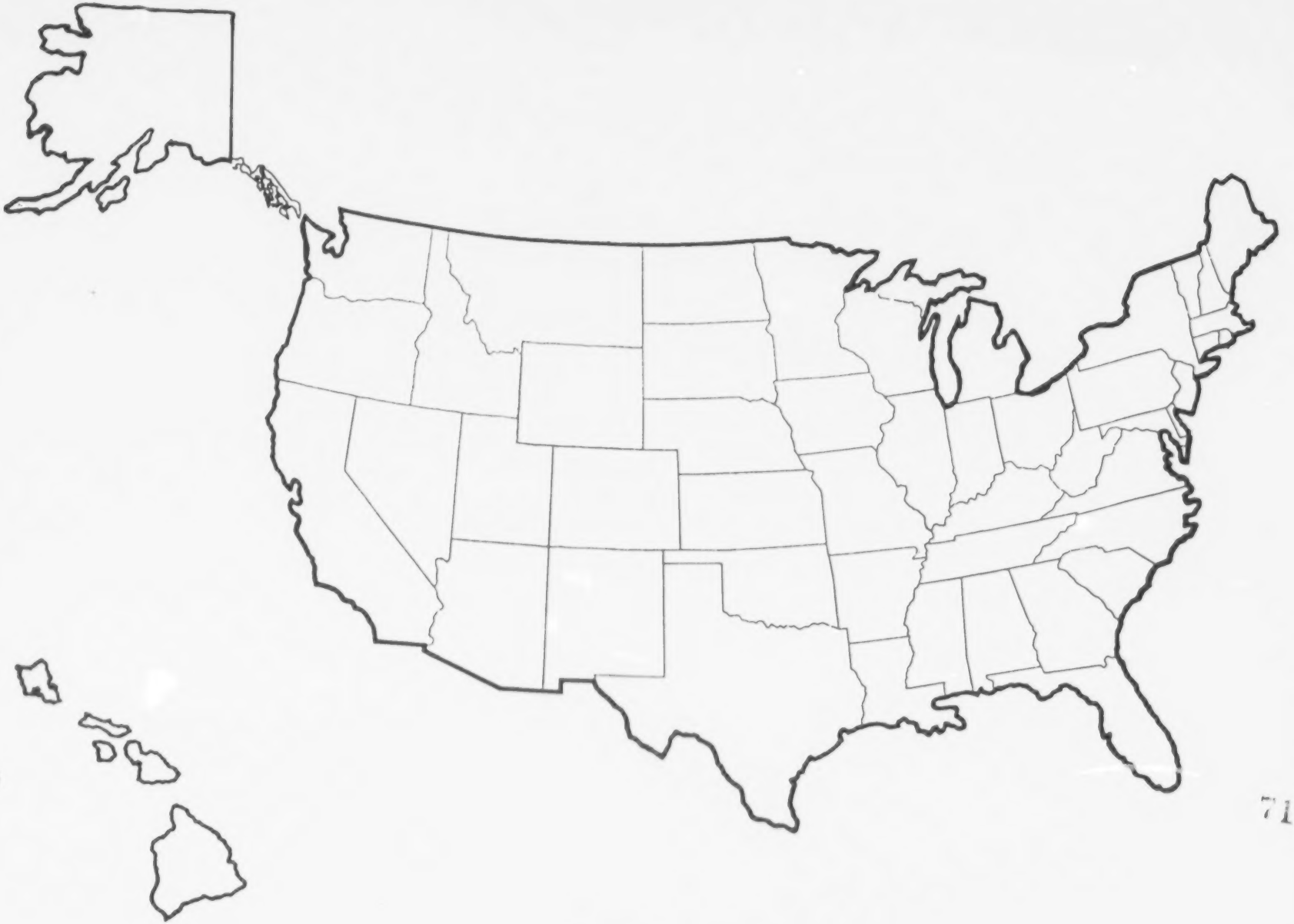
Dear Student,
Did you ever look carefully at an envelope that has been mailed? In the upper right-hand corner, you will see a circle that is about the size of a penny. In this circle you will find the name of the city and state in which the letter was mailed. Use the mail provided by me and start collecting postmarks from your parent's mail. Carefully cut out each postmark and place it on the map located on the back of the learning center. If you are not sure of the location of a particular city within a state, look in the encyclopedia. Place a stamp on your contract each time you add a new postmark.

Sincerely,

Your Teacher

Reading Skills #560, #920
Adapted from *Read All About It*

Place inside
envelope.



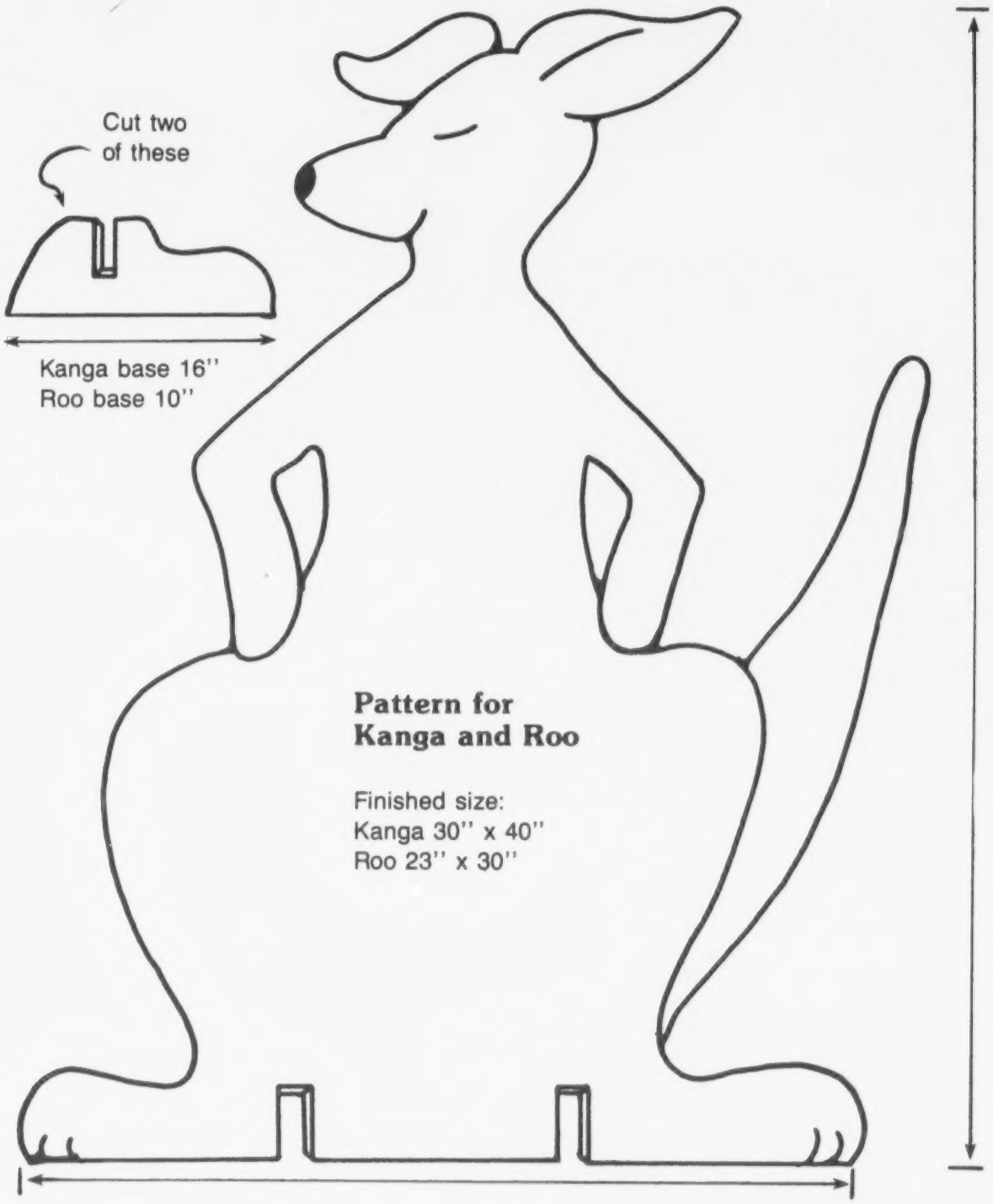
Learning Centers...

...made from wood, heavy corrugated cardboard or foam board.

Kanga and Roo

A learning center on reading comprehension, decoding and study skills.

Kanga is an example of a free-standing learning center. Kanga's pocket holds directions for using the task cards in her apron relative to any book the student has read while Roo is set up with activities correlated to the book *Winnie the Poo.*


Cut two
of these
Kanga base 16''
Roo base 10''
Pattern for
Kanga and Roo
Finished size:
Kanga 30'' x 40''
Roo 23'' x 30''

Directions:

After reading *Winnie the Pooh* by A. A. Milne, remove one task card at a time from Roo's pockets and perform the task given. Have fun and good luck!

Find your worksheet on the back of Roo.

Task cards to go in Roo's pockets.

Reading Skill #380 Compound Words

1. Find 7 compound words in Chapter 1. Write them on your worksheet.

Skill #380

Reading Skill #440 Suffixes

2. Scan Chapter 2 to find 5 words with the suffix "ing." Find 4 words with "ly" as a suffix. Can you find one word with both "ing" and "ly" as suffixes? Add these words to your list.

Skill #440

Reading Skill #320 Hearing Syllables

3. In Chapter 3, find and write down ten 3-syllable words and ten two-syllable words.

Skill #320

Reading Skill #400 Contractions

4. Turn to any page in the book. How many contractions do you find on that page? Write the contractions and the words they stand for.

Skill #400

Reading Skill #140 Initial Consonants

5. Turn to the first page of Chapter 5. How many words do you find that begin with same sound as your first name? Write them.

Skill #140

Reading Skill #640 Generalizations

6. Who is your favorite character in the book *Winnie the Pooh*? Write a brief description of him and draw a picture of him.

Skill #640

Task Cards to go in Kanga's pockets.

Directions:

Choose a book you might like to read and do the assignments in each of Kanga's pockets in order. Use the paper on Kanga's back to record your answers.

Have fun!

Reading Skill #920 Locational Skills

1.

Look up the book you have chosen in the card catalogue in the library. List the information it gives, for example: title, author, etc. What is the category of your book?

Skill #920

Reading Skill #862 Reading Rate

2. Open the book to the first page. Set a one-minute timer and begin reading for pleasure. When the timer goes off, put your finger on the last word you read. Count the number of words you read during that minute which will give you your reading speed in words per minute. Record your speed. Try the same thing again and attempt to better your speed. Good Luck!

Skill #862

Reading Skill #862 Reading Rate

3.

Open the book to any page and set the one-minute timer. Skim to see how many words you can find ending in "ly". When the timer goes off, note your place and count the number of words in the material you covered which will give you your reading speed in words per minute. What difference do you see in reading for pleasure and skimming as far as speed?

Skill #862

Reading Skill #862 Reading Rate

4.

Read your book for enjoyment, then come back to number 5.

Happy Reading!

Skill #862

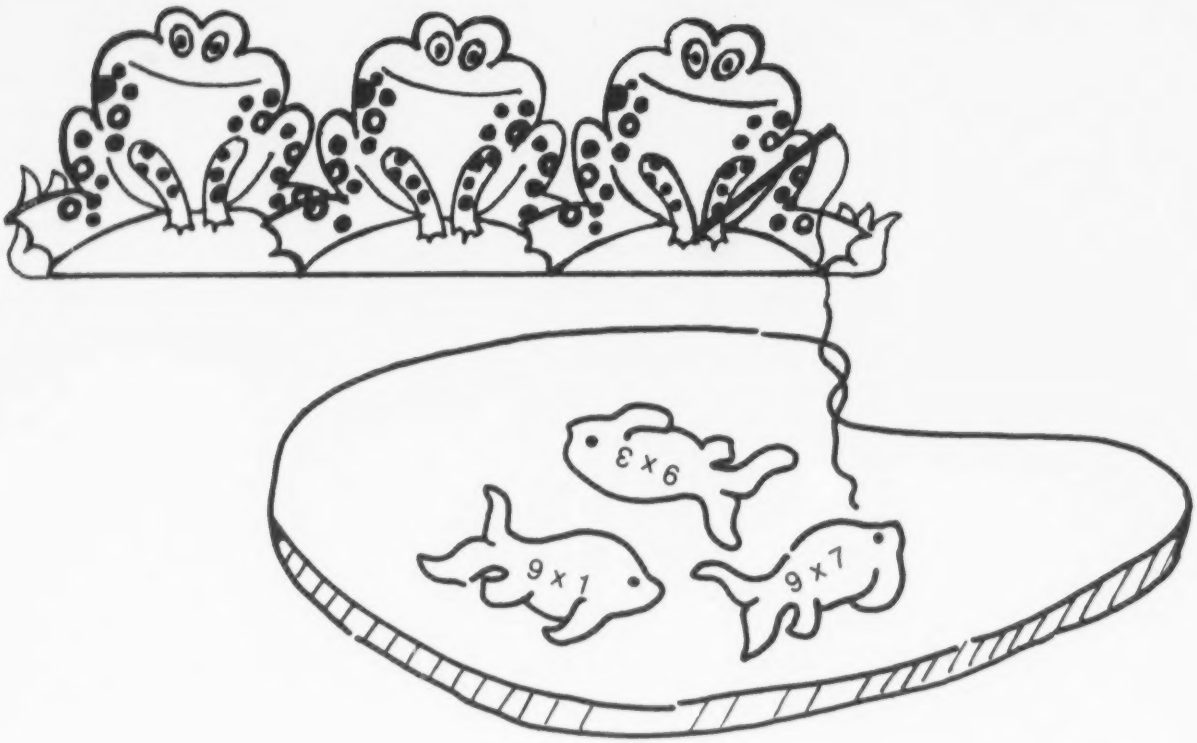
Reading Skill #940 Organizing

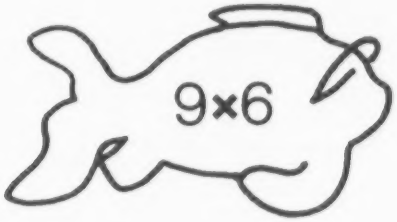
5.

Did you enjoy your book? Why or why not?

Write a brief summary of your book. It should not be more than a paragraph or two.

Skill #940

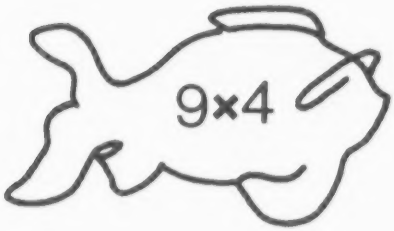




The Ole Fishing Hole

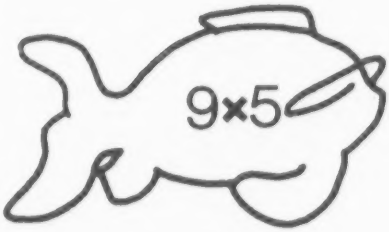
Math Skill #182
Whole Numbers—Multiplication

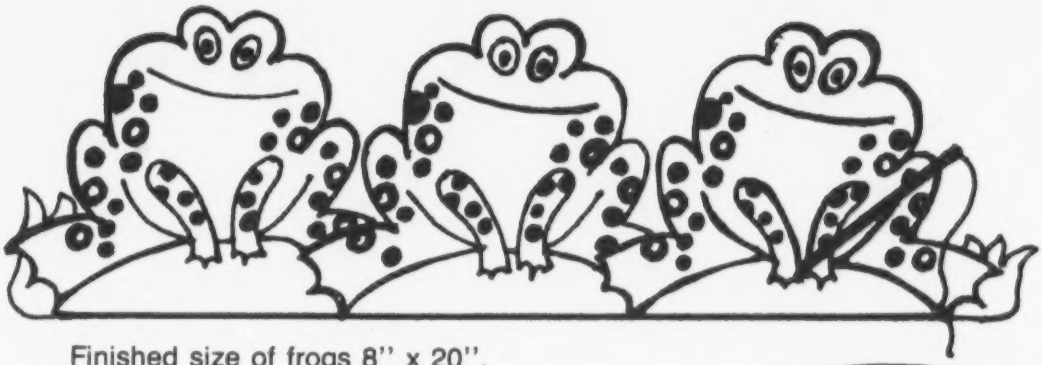
A learning center reinforcing the multiplication facts.



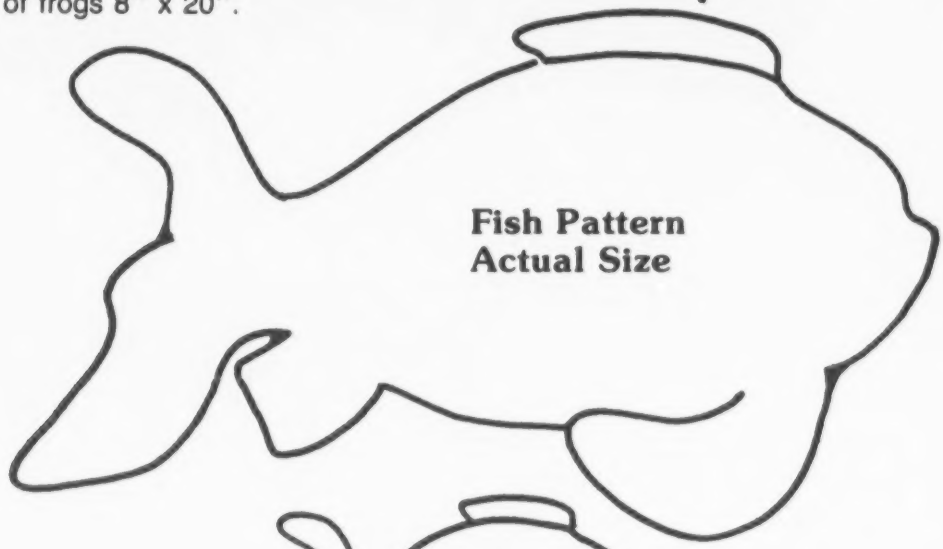
Here students can fish for facts. When a fish is landed, the product must be given, and if correct, the student may keep the fish until the end of the activity. If not, he must throw it back to be caught on another try.

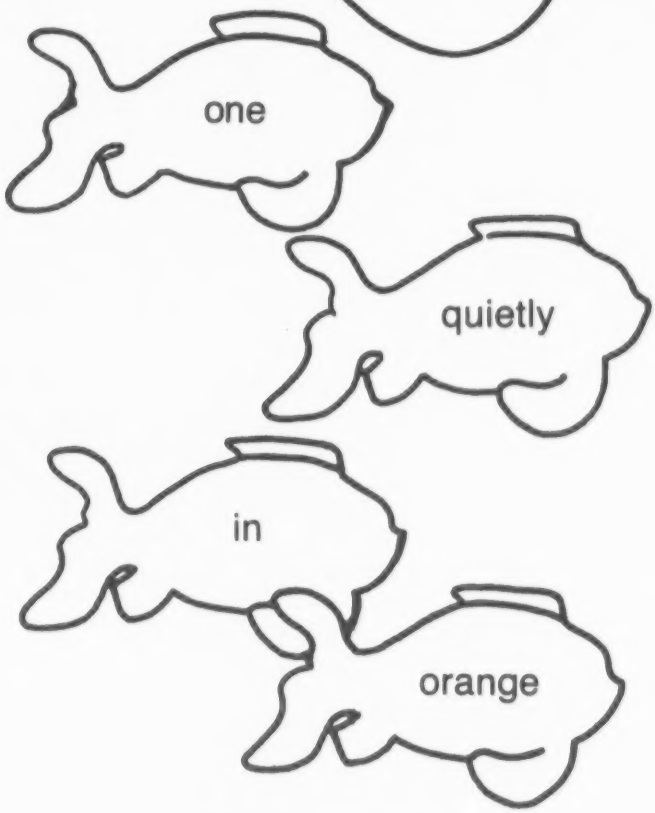
Place paper clips on the fish and a magnet on the end of the fishing line. The students can actually fish for multiplication facts.





Finished size of frogs 8" x 20".





When the multiplication facts have been mastered, new ones may be added easily. Since the facts were written on laminated poster board with a permanent marker the facts can be removed with hair spray and other facts written on the fish. As a matter of fact these fish well represent their "school", for they can reinforce a variety of math and reading skills like number word names, root words, antonyms and multiple meaning words.

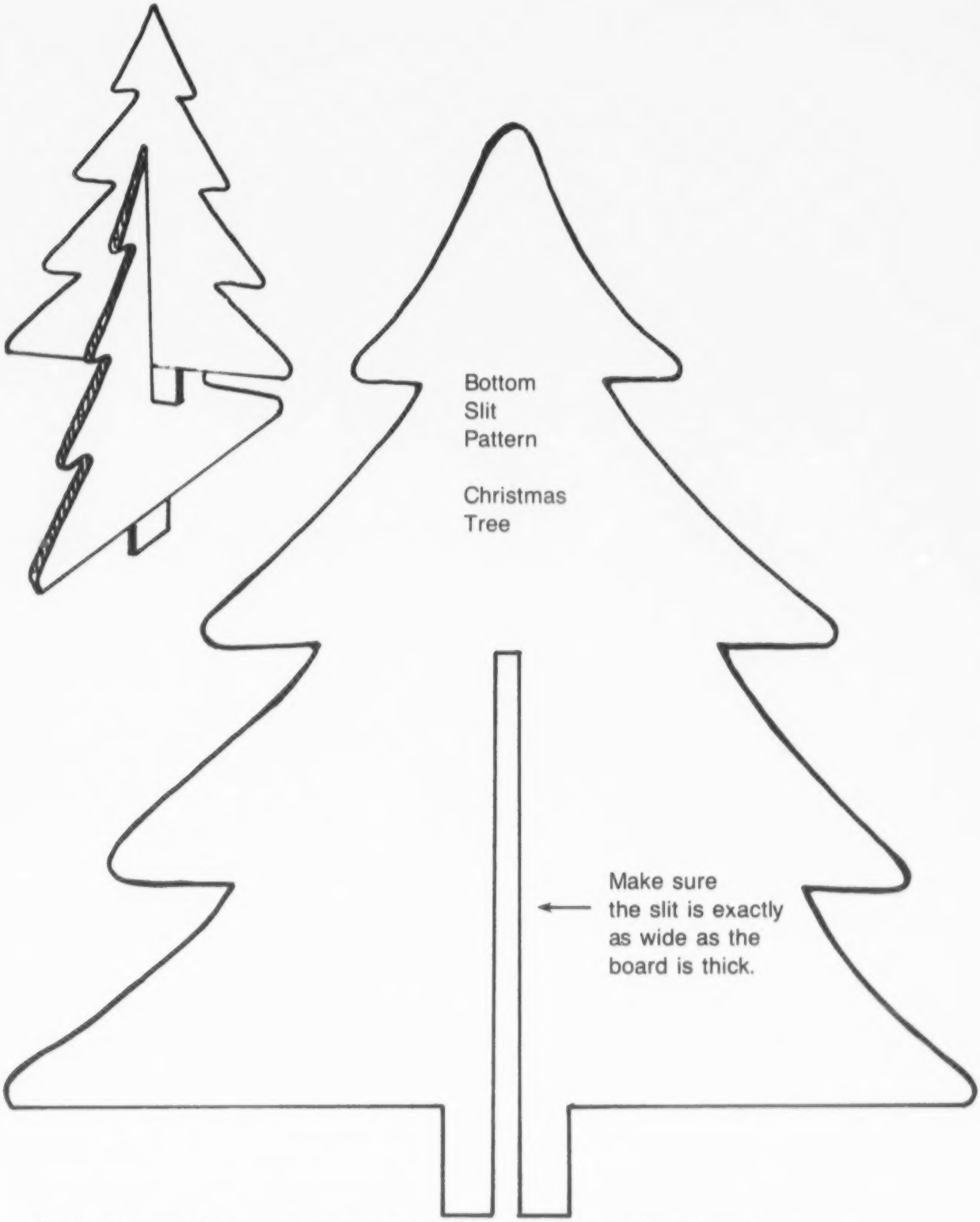
Christmas Tree

A comprehensive learning center for either math or vocabulary development.

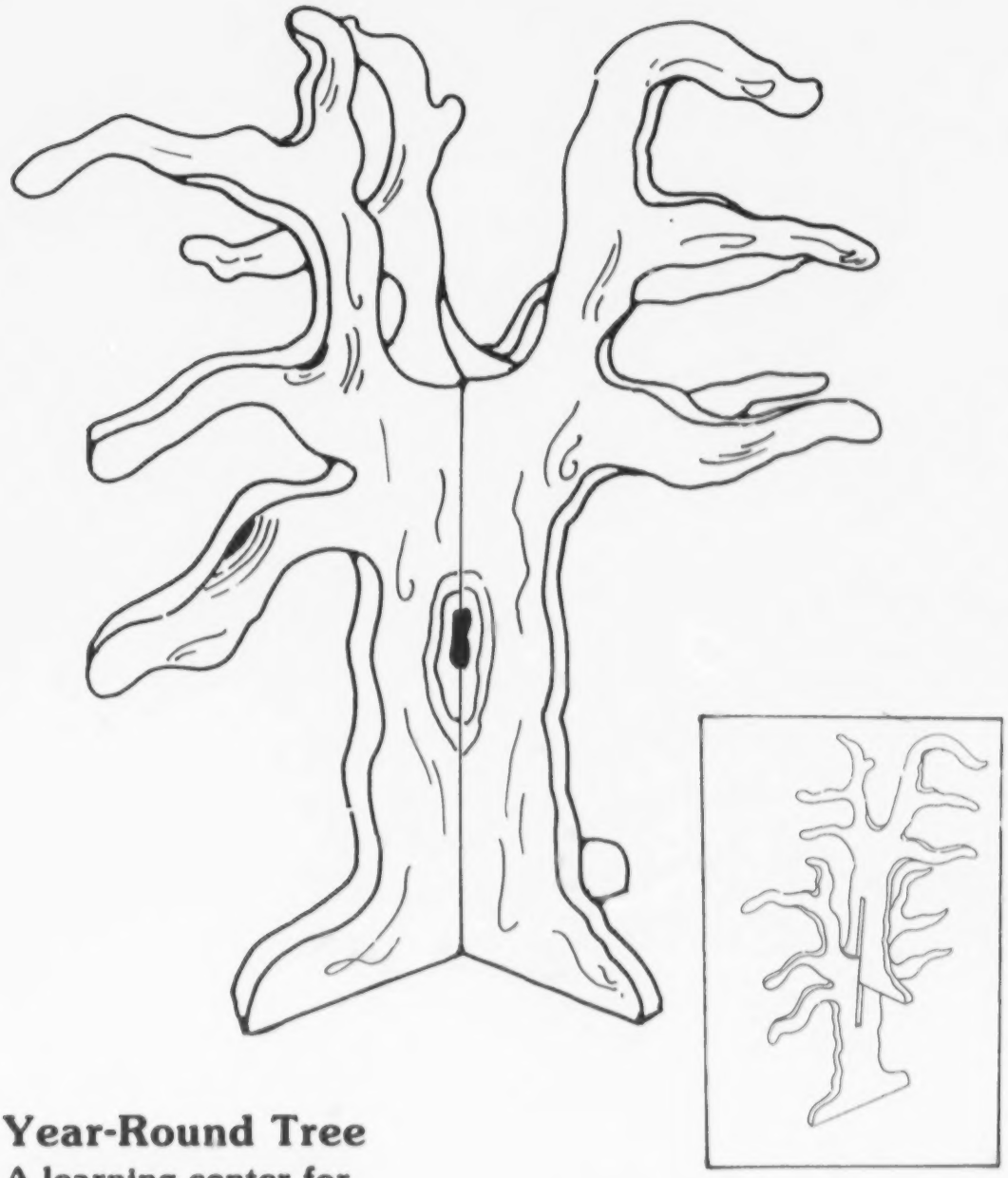
And what is Christmas without a tree? More than just a holiday decoration though, it can be designed into a comprehensive learning center. Each stocking and ornament can reinforce a different skill concept; for example, one stocking could reinforce getting the main idea, one could teach compound words and another could reinforce sequencing.
The wrapped boxes under the tree could reinforce even more skills and one could hold the answer keys so that the learning center is completely self-checking.

Christmas Tree Construction

Using a jigsaw cut the pattern above and the pattern on the following page from plywood, foam board or cardboard.



After cutting out the trees and the slits, fit the slit on the bottom of one tree into the top slit of the other tree. Push the two trees together so that the top and the bottom align. The tree will now stand on its own.

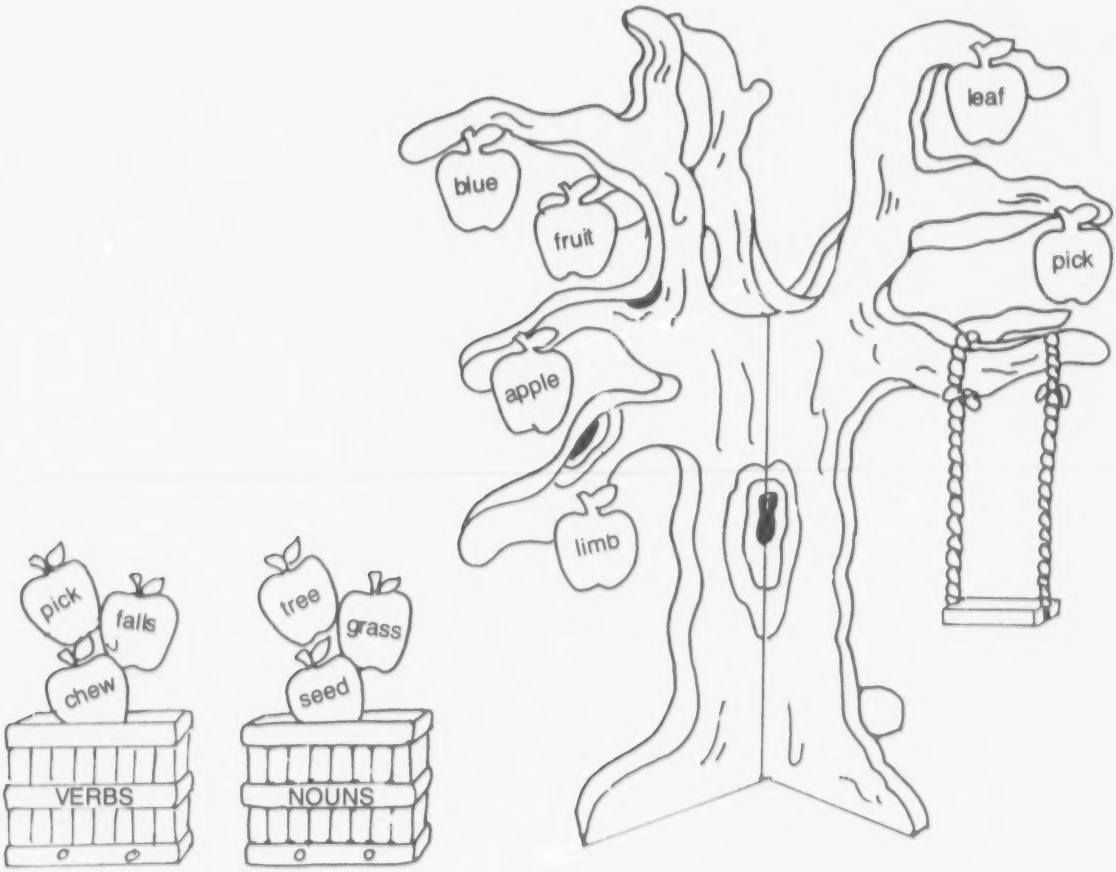


Year-Round Tree

A learning center for vocabulary development.

This year-round tree is one of the most versatile aids you could have, for it can be utilized as a permanent learning center whose activities can be changed with the seasons and the holidays.

For a seasonal flair, use fall leaves, shamrocks, spring flowers—anything! This learning center is completely adaptable to all levels and year-round use.

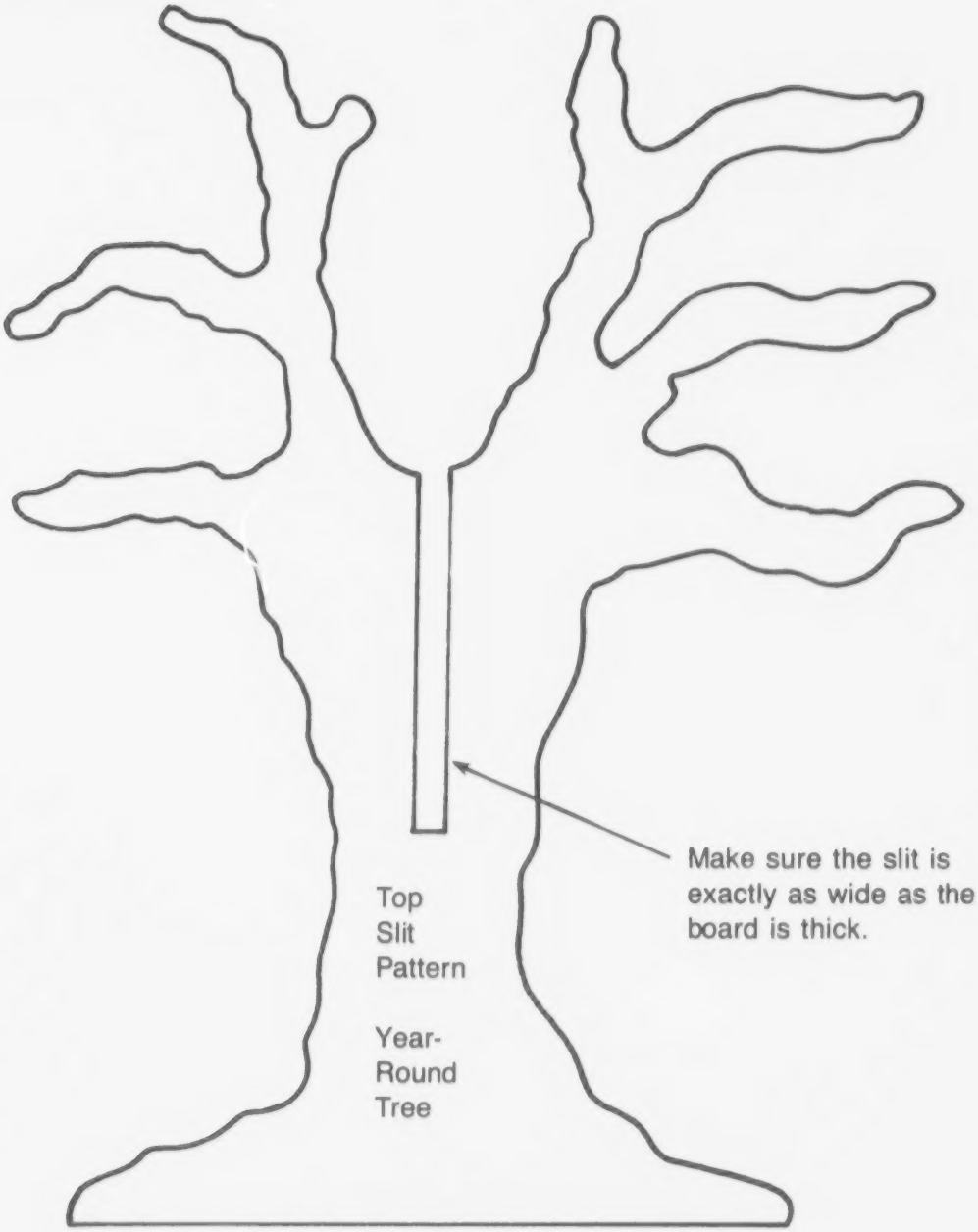


Year-Round Tree

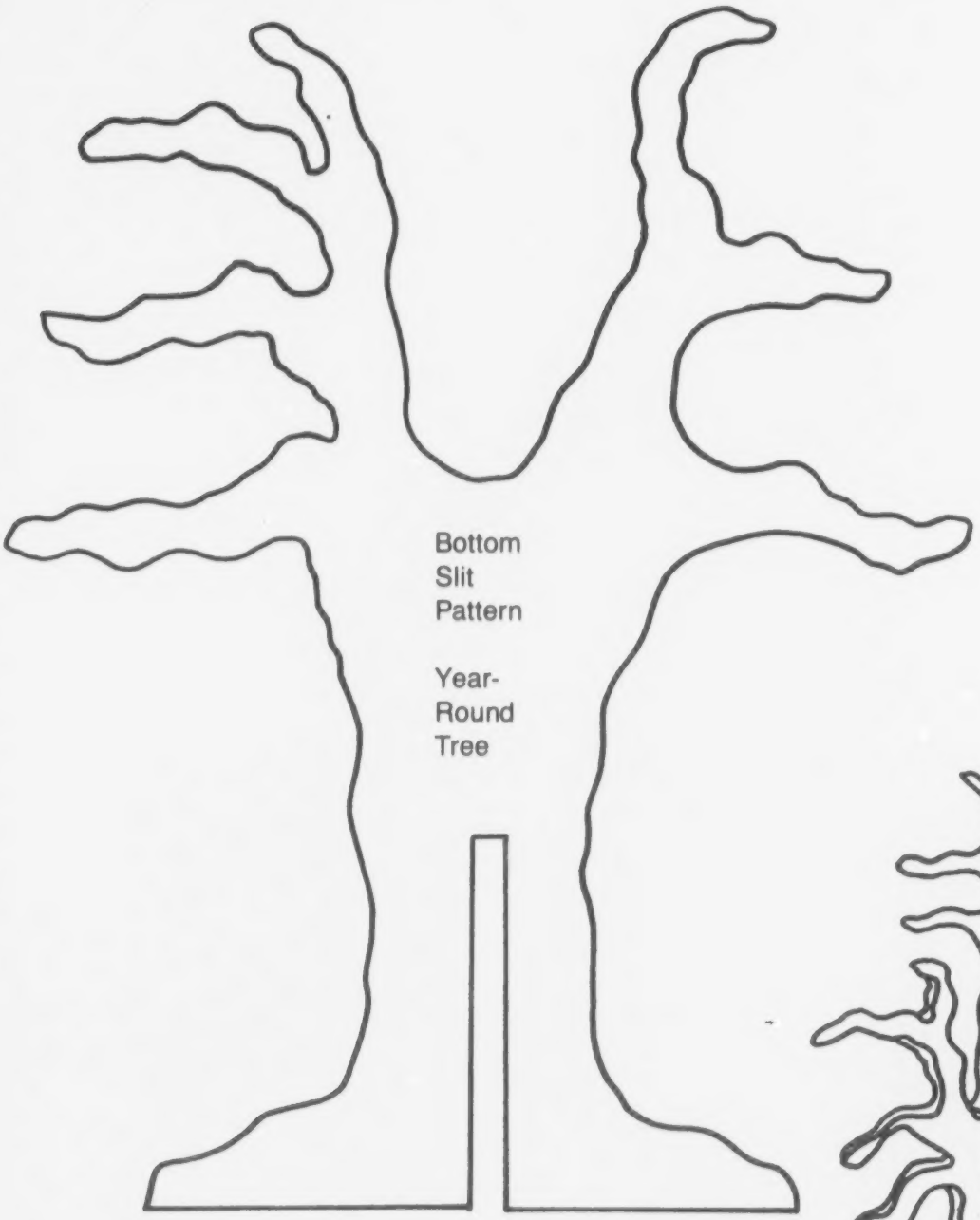
Apple Pickin' Time
Oral Language
Skills #440, 480
Nouns, Verbs

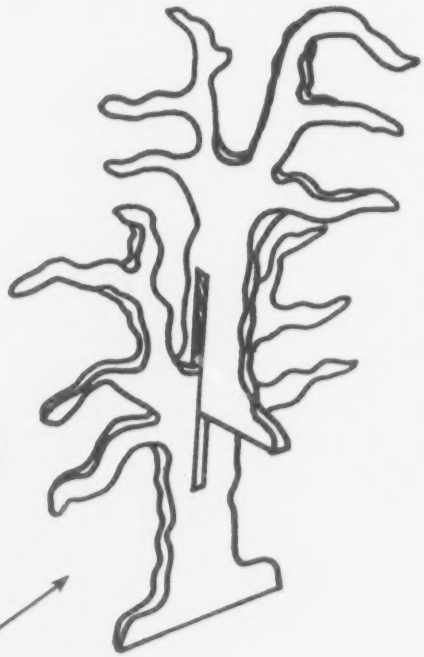
The learning center above deals with determining paarts of speech. The student picks an apple, uses the word on it in a sentence and determines whether it is used as a noun or a verb. He then places it in the correct basket.

Year-Round Tree Construction



Using a jigsaw, cut the pattern above and on the following page from plywood, foam board or heavy cardboard.

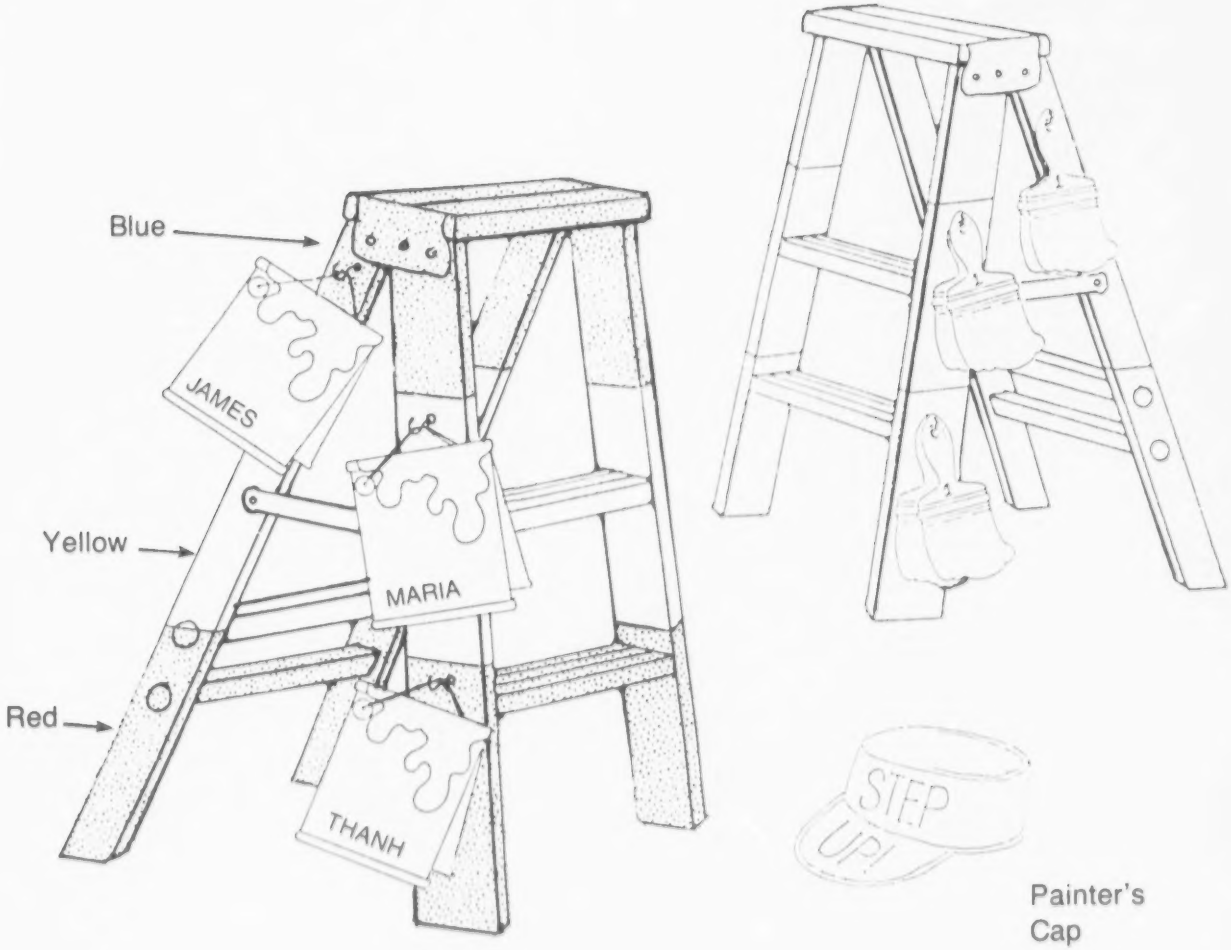




After cutting out the trees and the slits, fit the slit on the bottom of one tree into the top slit of the other tree. Push the two trees together so that the top and the bottom align. The tree will now stand on its own.

Imagine That...

...learning centers
with a little imagination
made from objects related
to real-life activities.



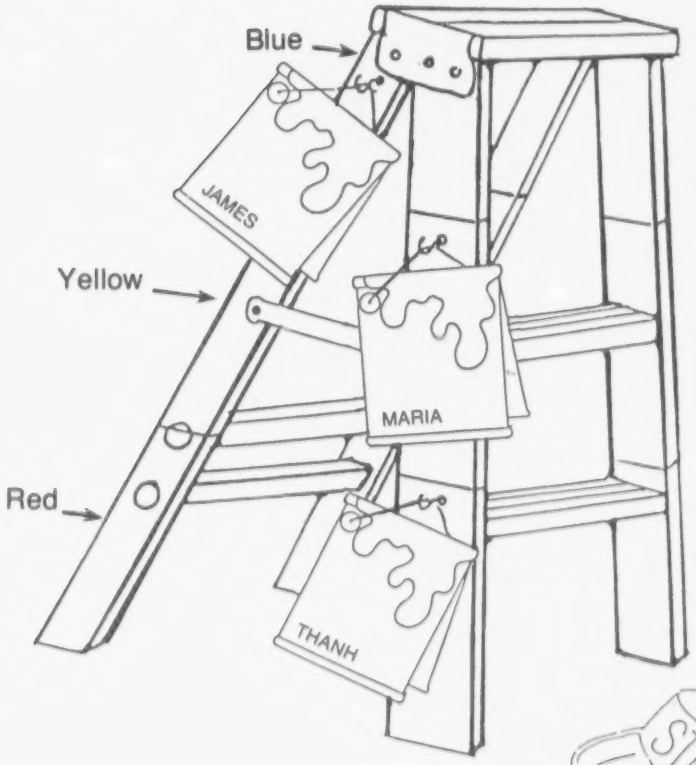
The Step Ladder

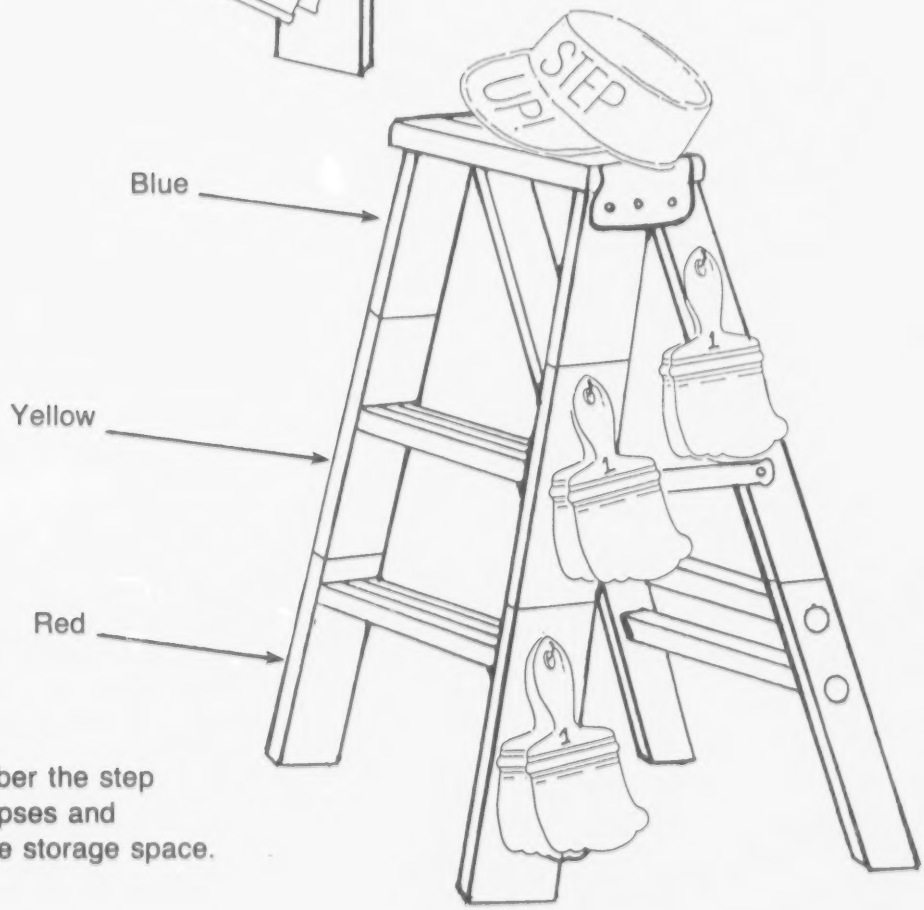
A learning center reinforcing the skill of following directions.

What child wouldn't love to "step up" to this colorful learning center built around a plain wooden ladder? He may don the painter's cap as he proceeds with the activities appropriate for him. The activities at this center progress from the lowest level (red) where the student is asked to draw a simple plan of the room he is in to more difficult ones with each color level as he "steps up." On the blue level he is asked to draw a plan of his dream house and also to select coordinating paint and wallpaper samples so that the activities progress from concrete to abstract. The tasks are found on color-coded paint brush shapes, and the "painter" works in his own "paint can" book.

The Step Ladder

A 23 inch wooden ladder has been painted red, yellow and blue. Three cup hooks have been added on the right and left side to hold the paint can books and the task paint brush shapes.





And remember the step ladder collapses and requires little storage space.

Step Ladder Patterns

The letters "Step Up" were painted on a real painter's cap.

Step Ladder Paint Brush

Task Cards Reading Skill #560 and #880 Following Directions

Red
lowest level

1
Draw the floor plan of the classroom you are in.

2
Find a sample of paint that is close to the color of the room. Write it on the drawing.

Yellow
second level

1
Draw the floor plan of your home.

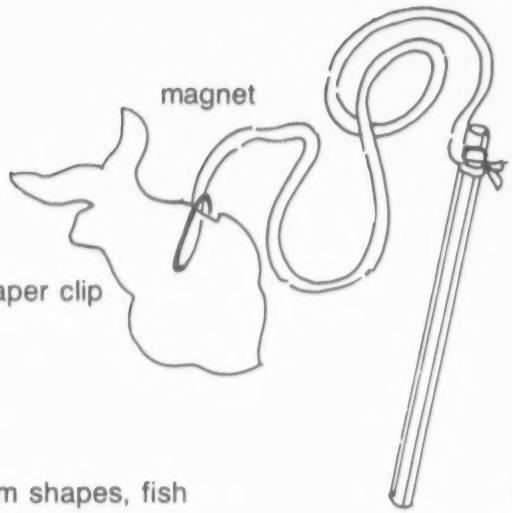
2
Find a paint sample that is close to the color of each room. Write them on your drawing.

Blue
highest
level

1
Design the floor plan of your dream house.

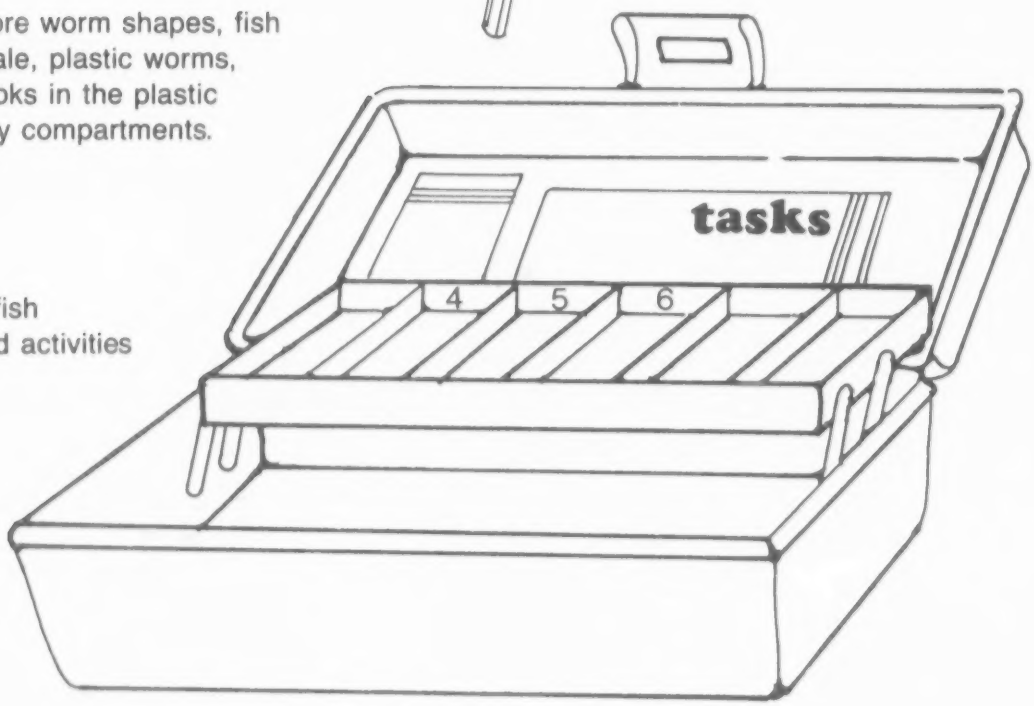
2
Choose wallpaper and coordinating paint for each room from the sample books provided.

3
Skill #560 and #880
Draw to scale and compute areas.



Task cards may go in a Ziploc bag taped to the top of the tackle box.

Store worm shapes, fish scale, plastic worms, hooks in the plastic tray compartments.



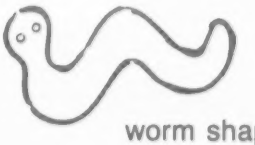
Store fish shaped activities here.

Tackle This!

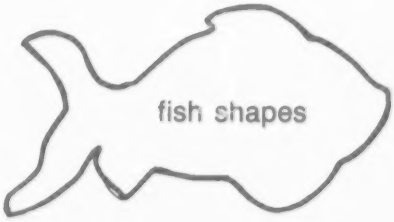
A complete comprehensive reading and math learning center.

Need a compact comprehensive learning center? Why not "Tackle This!" In this inexpensive tackle box make use of some simple fish and worm shapes to reinforce a variety of reading and math skills.

Activities to go in tackle box are given on the following pages.



worm shapes



fish shapes

Tackle This! Activities

Reading Skills #140, 200 Initial Consonants Blends

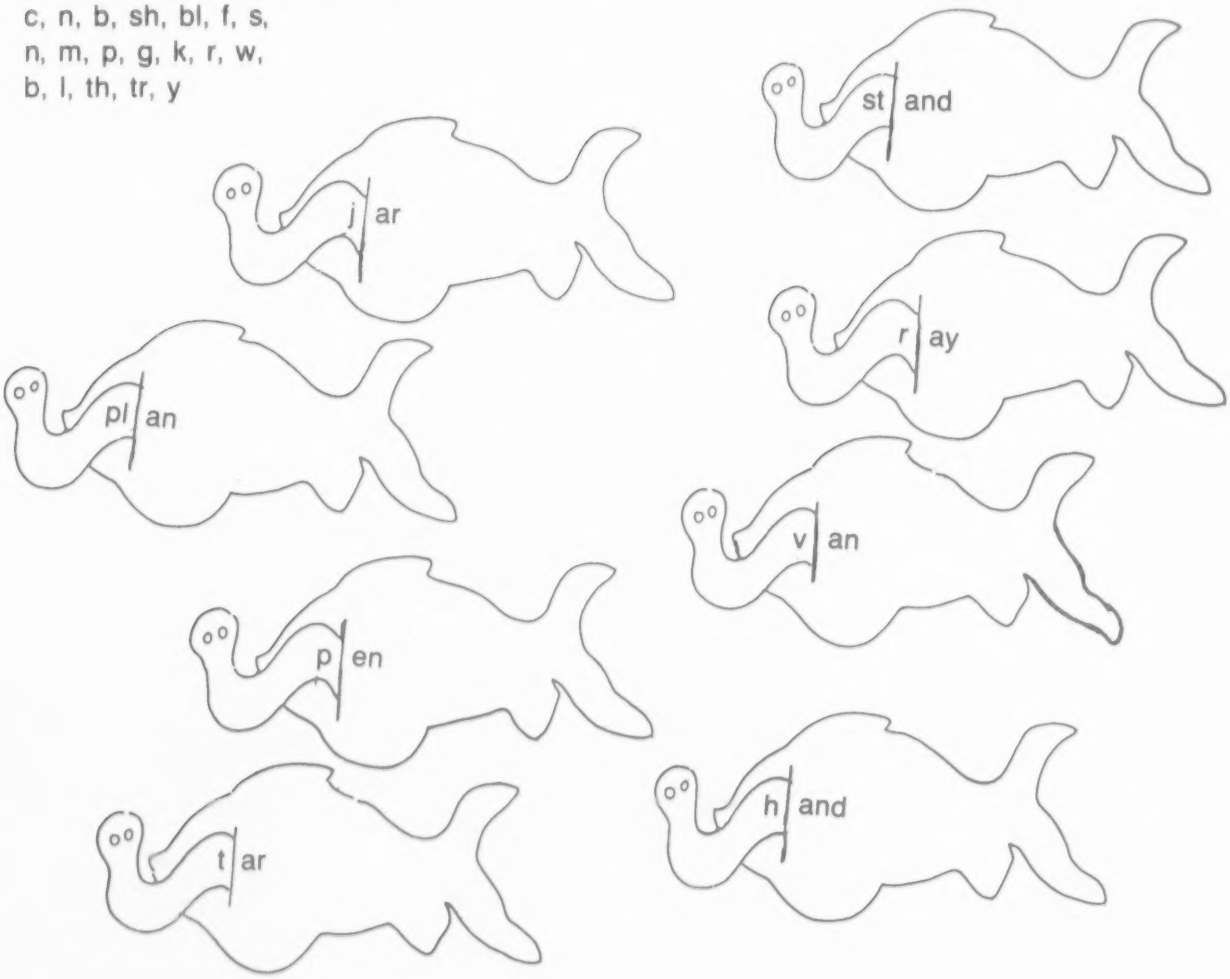
Task Card #1

Match the worms and fish in the bag marked 1. How many words can you make in each family?

The first task teaches word families by matching the worms to the fish.

More letters to put on worms:
c, n, b, sh, bl, f, s,
n, m, p, g, k, r, w,
b, l, th, tr, y

Make a slit in fish so worm can slide in.



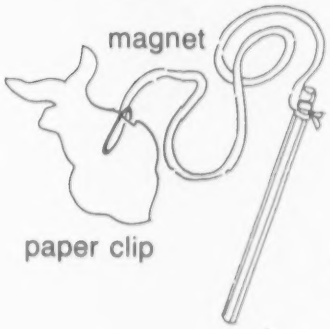
Tackle This! Activities

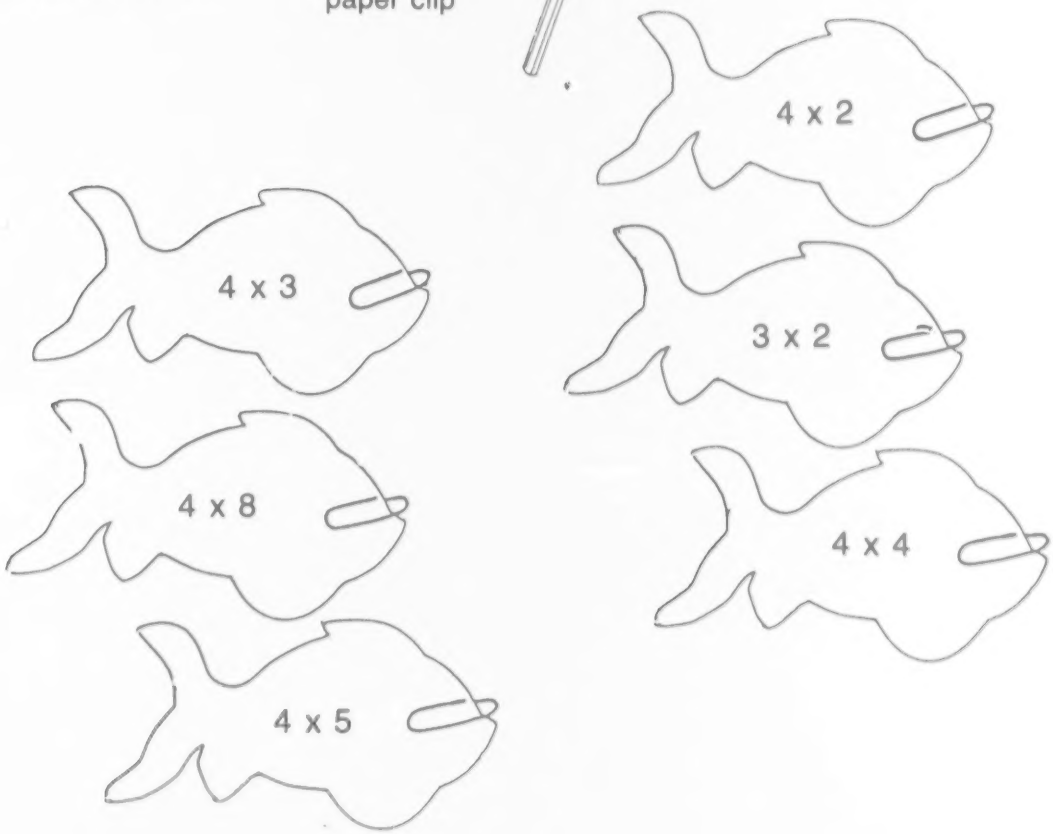
Task Card #2

Spread out the fish in the bag marked 2. Each time you catch a fish with the magnetic pole, you must give the product.

Math Skill #182 Multiplication

This is a simple activity using a real pole and a magnet to reinforce multiplication facts.



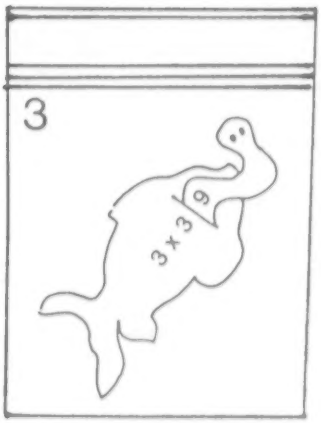


Tackle This! Activities

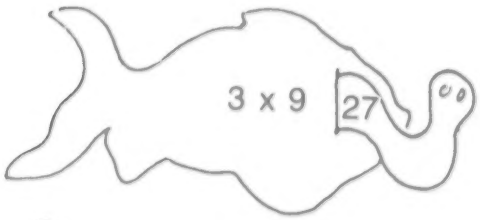
Math
Skill #182
Multiplication

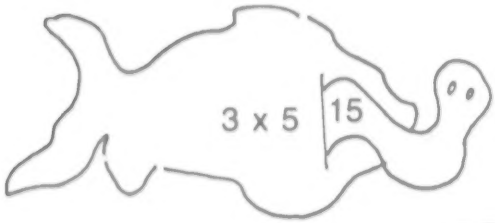
Task Card #3

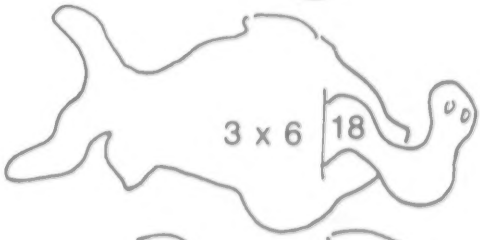
Match the worms and fish in bag #3 to show multiplication facts.

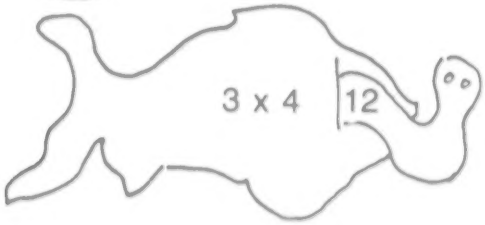


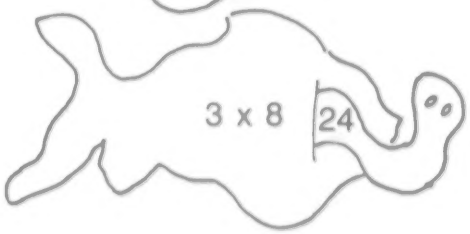
Keep all fish shapes in a Ziploc bag.

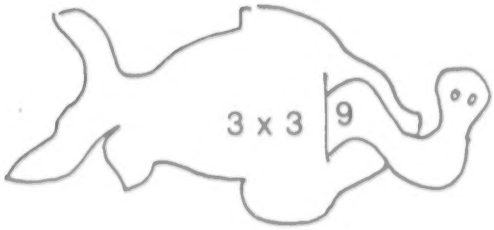


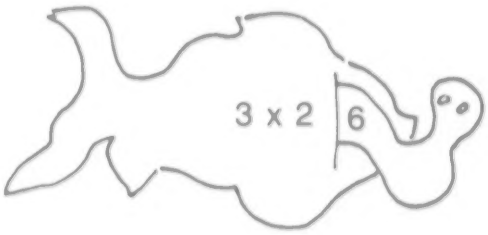












Tackle This! Activities

Task Card #4

Give a synonym for each word on the yellow worm. Now give an antonym. Write them.

young

Reading Skill #820 Word Meanings

A list of synonyms to put on worm shapes: tired, large, dark, wet, long, cold, young, run, walk, laugh, cry, sad, happy, little, cold.

Task Card #5

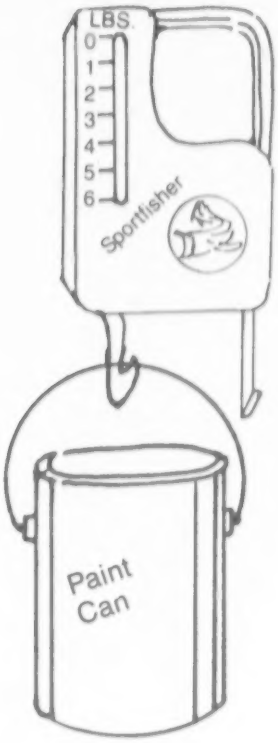
Add a prefix to each word on the blue worms. Now add a suffix. Write them.

make

Reading Skills #420, 440 Prefixes, Suffixes

A list of words to add prefixes and suffixes: write, do, heat, read, teach, code, throw, norm, king, free, joy, shoe, life, rail, act, eat, historic, way, committee.

Tackle This! Activities



Task Card #6

Use the fish weigher to weigh the empty bait can. Fill it half full of water. Weigh it again. Record your findings.

Math Skill #531 Measurement-Weight

And a real fish scale allows our fisherman to weigh designated items and measure using the built-in tape.

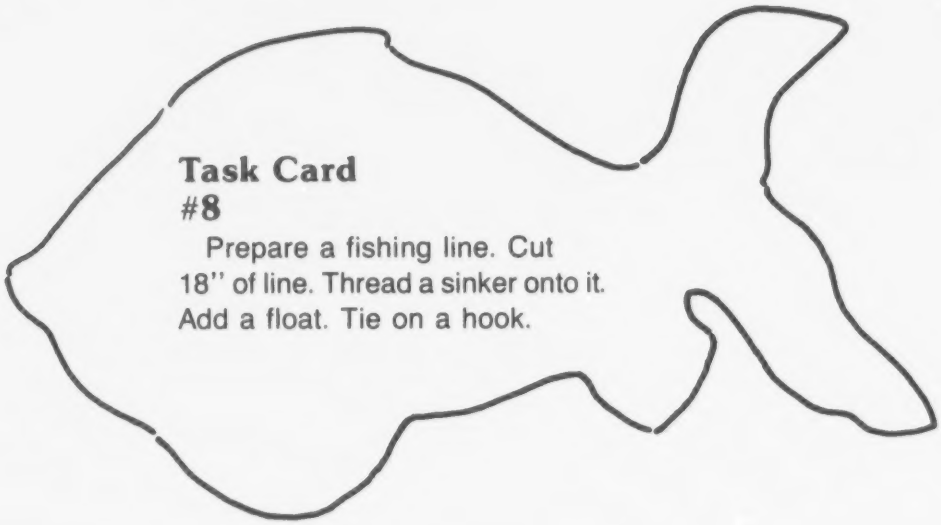
Math Skill #449 Measurement-Linear

Task Card #7

Use the tape measure to measure the length of the red fish marked 7. How long is one blue plastic worm?

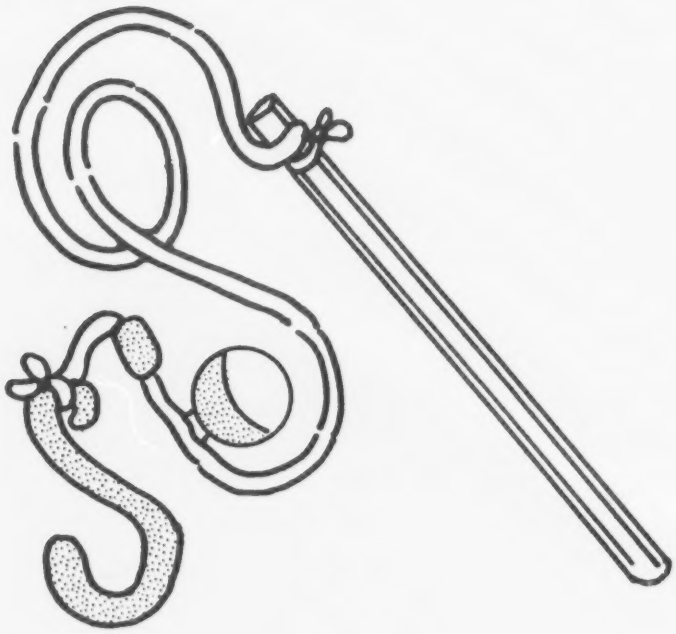
Tackle This! Activities

Reading Skill #880 Following Directions

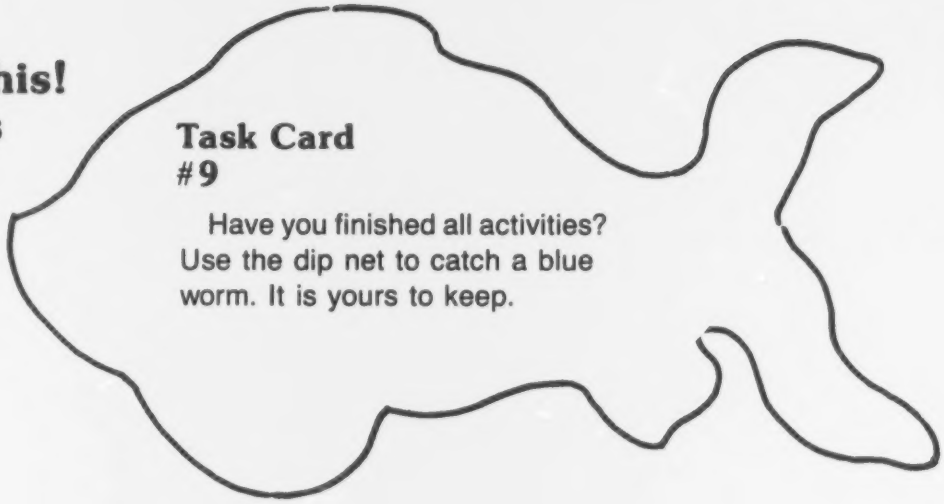


Task Card #8

Prepare a fishing line. Cut 18" of line. Thread a sinker onto it. Add a float. Tie on a hook.



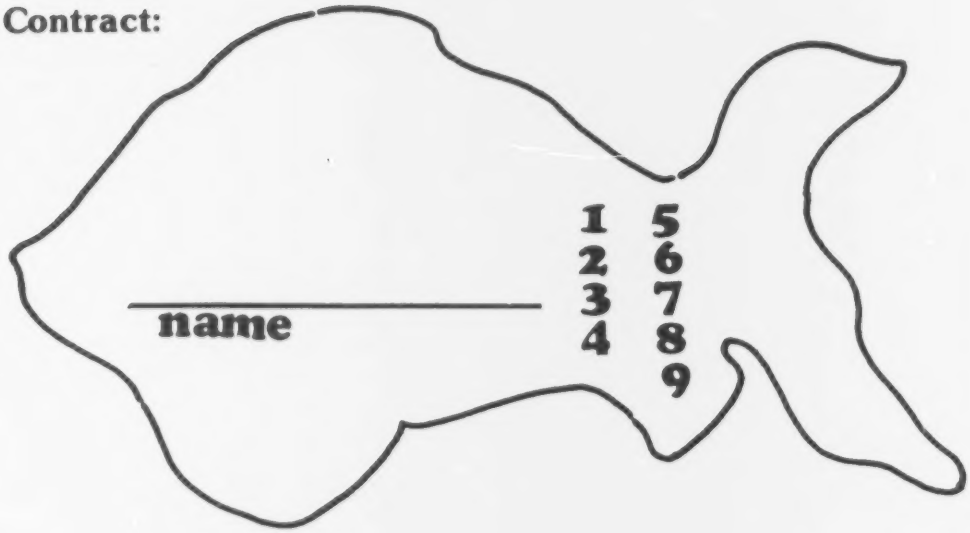
Tackle This! Activities



Task Card #9

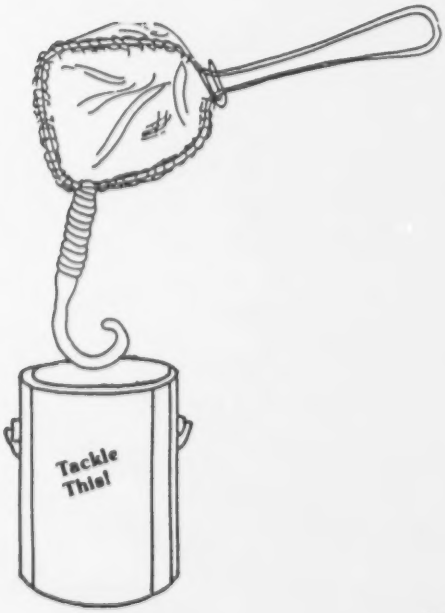
Have you finished all activities? Use the dip net to catch a blue worm. It is yours to keep.

Contract:



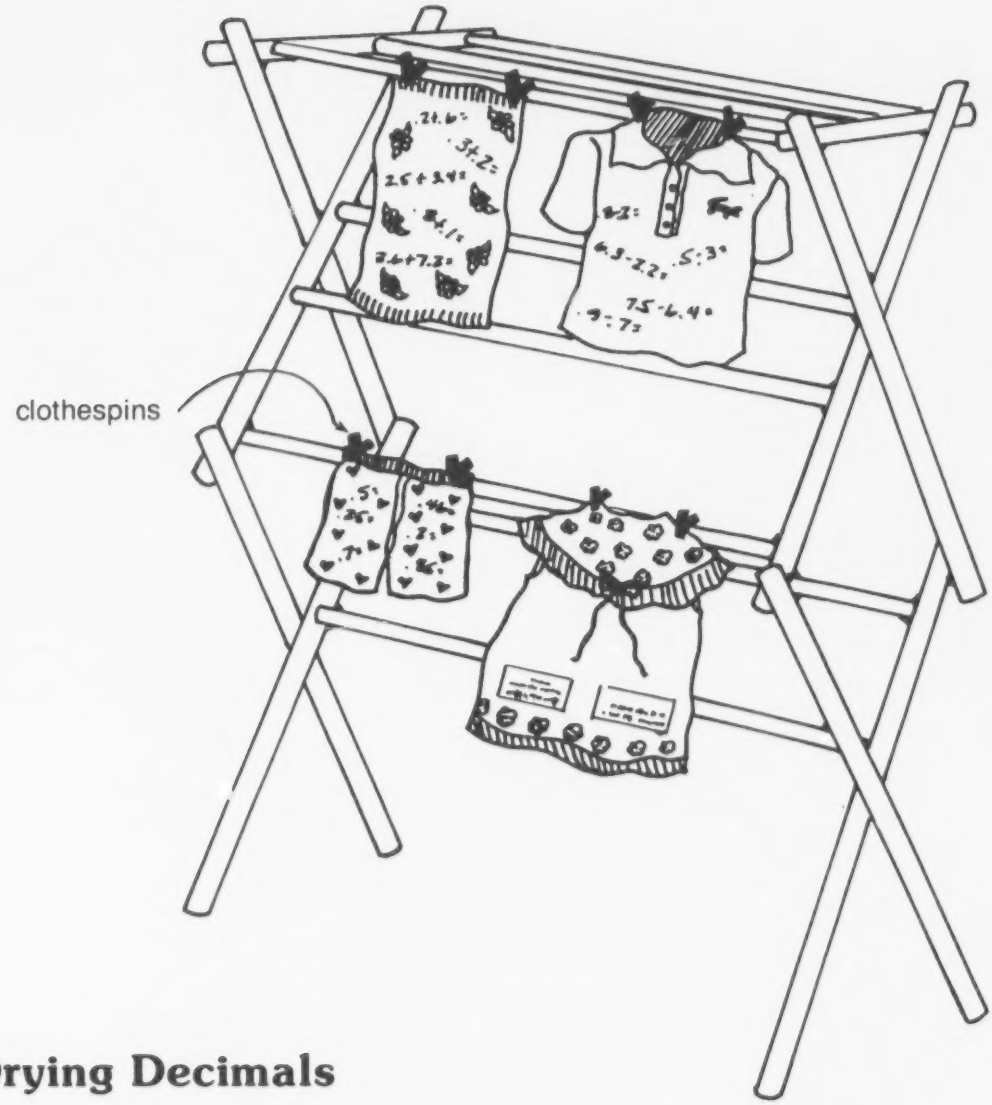
_____ name

1 5
2 6
3 7
4 8
9



After he has prepared a workable fishing line from simple directions, he may string his contract card and "catch," a plastic worm with the dip net provided. This signifies that he has completed all activities at this "gone fishing" learning center.

All in all, this center provides our student with unique and fun activities. It reinforces many skills adaptable to different levels by changing the facts as they are mastered.



Drying Decimals

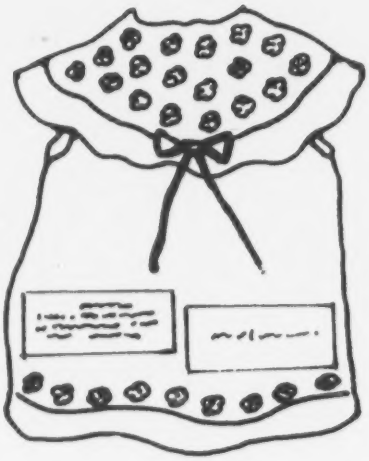
A learning center reinforcing decimals.

Hang out your wash and reinforce decimals at the same time with this unique learning center. Provide the student with several articles of clothing, and as he completes each activity, he may "hang it out" to dry.

This learning center was made from a plastic drying rack. The clothing articles may be hung with clothespins. This is also good for displaying students' work. Patterns are given on the following pages.

Drying Decimals Activities

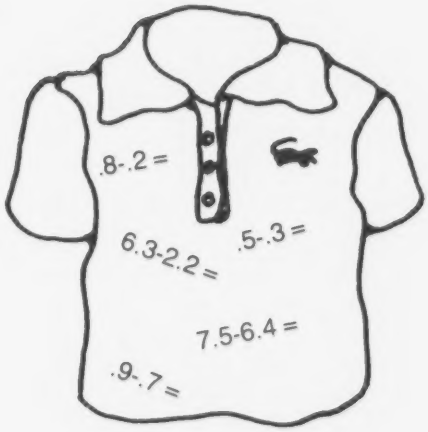
Math Skill #392 Decimals Multiplication



DIRECTIONS
The sales tax in Gulfport is .05 of the price of an item. Mary's mother bought her this dress for $13.95. How much tax did she pay?

Answer:
Multiply sales tax by cost of item. (69.7¢)

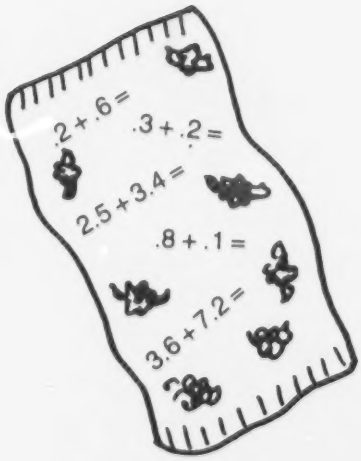
Math Skill #368 Decimals Addition



DIRECTIONS
Compute the difference of these problems. Check your answers here:

.8 - .2 = .6
6.3 - 2.2 = 4.1
.5 - .3 = .2
7.5 - 6.4 = 1.1
.9 - .7 = .2

Math Skill #368 Decimals Addition

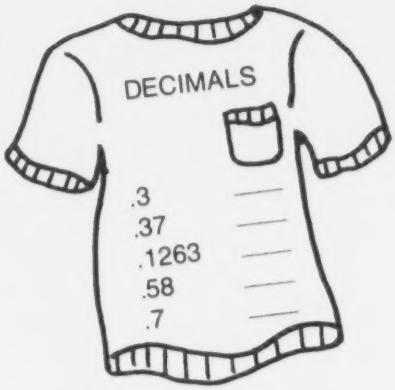


DIRECTIONS
Compute the sum of these problems. Check your answers here:

.2 + .6 = .8
.3 + .2 = .5
2.5 + 3.4 = 5.9
.8 + .1 = .9
3.6 + 7.2 = 10.8

Drying Decimals Activities

Math Skill #351 Decimals Place Value

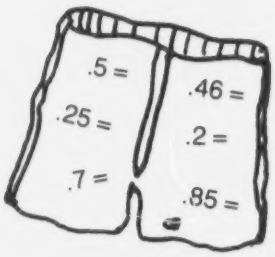


DIRECTIONS

Name the place value of the specified digit. Check your answers here:

.3 = tenths
.37 = hundredths
.1263 = thousandths
.58 = hundredths
.7 = tenths

Math Skill #363 Decimals Decimals to Fractions



DIRECTIONS

Convert these one and two place decimals to their correct fractions. Check your answers here:

.5 = 5/10 or 1/2
.25 = 25/100 or 1/4
.7 = 7/10
.46 = 46/100 or 23/50
.2 = 2/10 or 1/5
.85 = 85/100 or 17/20

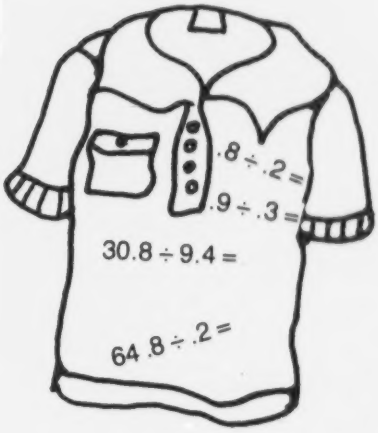
Math Skill #354 Rounding

DIRECTIONS

Round these decimal fractions to the nearest hundredth, tenth, etc. Check your answers here:

.249 = .25, .2
.352 = .35, .3
.492 = .49, .5
.777 = .88, .8
.247 = .25, .2
.608 = .61, .6

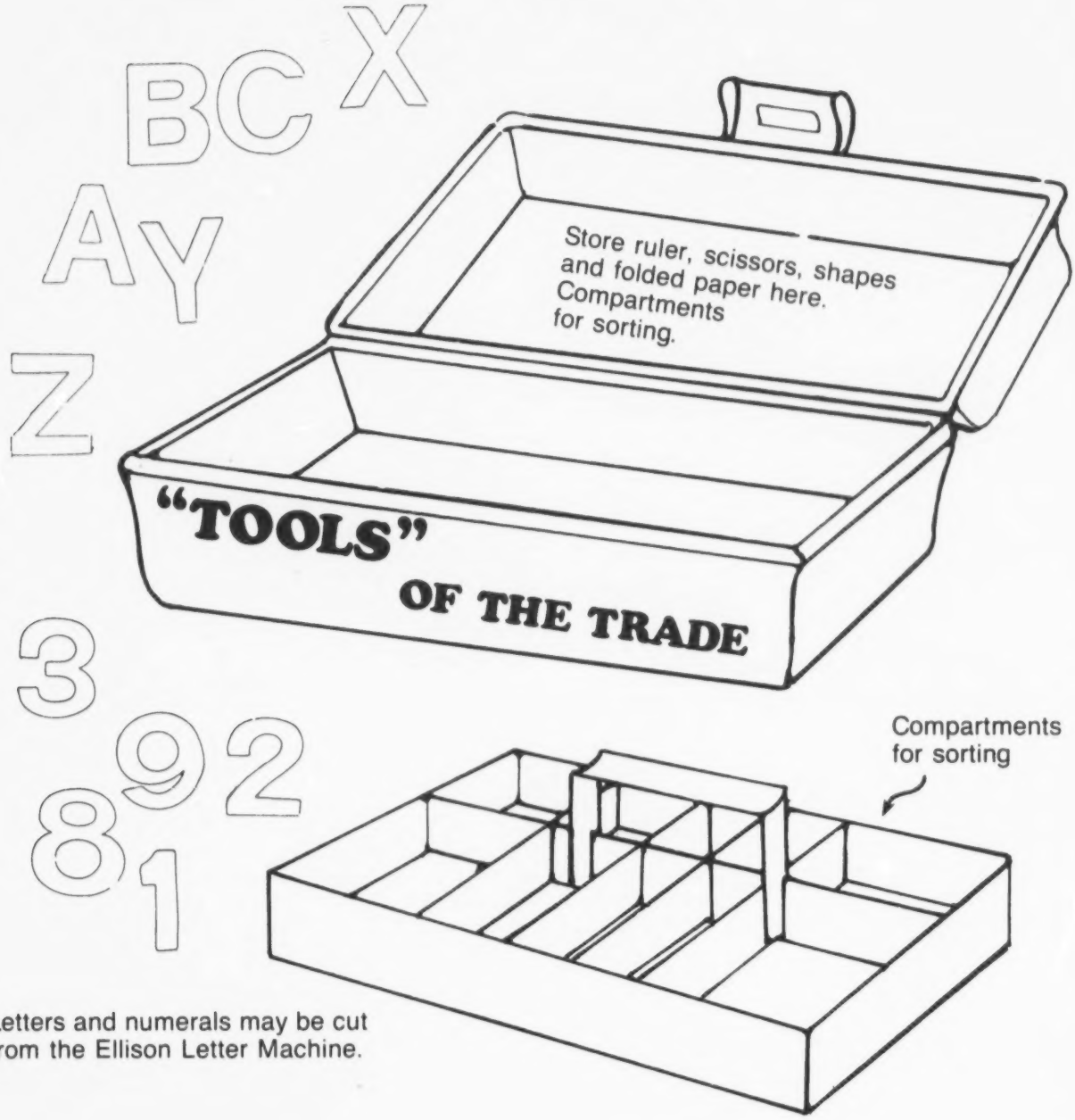
Math Skill #401 Decimals Division



DIRECTIONS

Compute the quotient of these problems. Check your answers here:

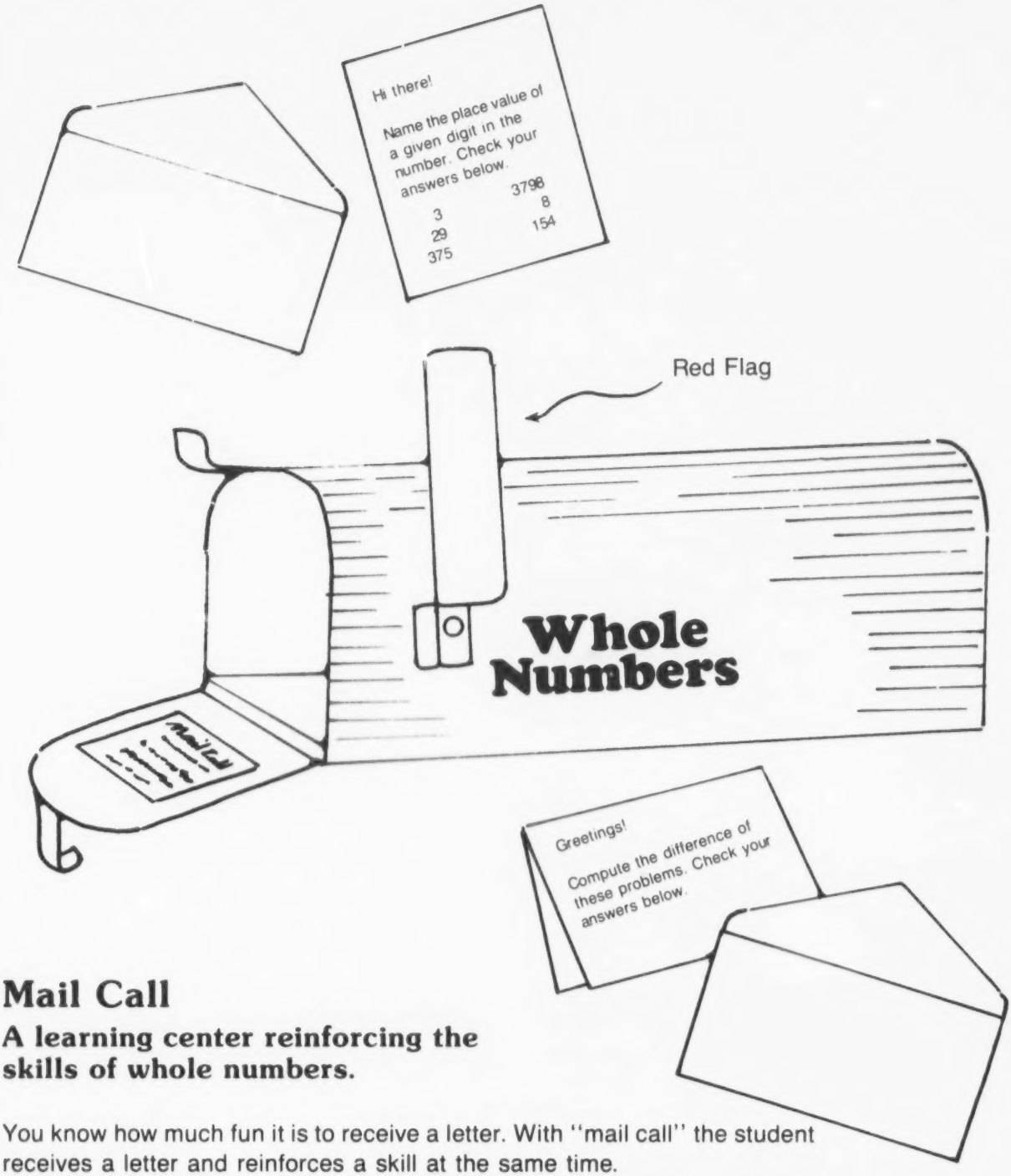
.8 ÷ .2 = .4
64.8 ÷ .2 = 32.4
.9 ÷ .3 = .3
30.08 ÷ 9.4 = 3.2



Letters and numerals may be cut from the Ellison Letter Machine.

Tools of the Trade

A tool box is a neat way to make use of "Tools of the Trade." The removable top is perfect for sorting, and it includes numerals and letters of different colors to get the student started in that direction. Other tools include a ruler, scissors, shapes, and folded colored paper for making attractive borders.



Mail Call

A learning center reinforcing the skills of whole numbers.

You know how much fun it is to receive a letter. With "mail call" the student receives a letter and reinforces a skill at the same time.
Each piece of mail in the mailbox contains an activity on whole numbers. When he has completed all activities he may put the red flag up.

This learning center was made from a metal mailbox. The words "Whole Numbers" were painted on with acrylic paint. Directions were placed on the door and all activities are kept inside.

Mail Call Activities

Place these activities on letters to go in the mailbox.

Math
Skill #082
Whole Numbers
Place Value

Hi there!

Name the place value of a given digit in the number. Check your answers below.

3	3798
29	8
375	154

ANSWERS

3 = ones	3798 = hundreds
29 = tens	8 = ones
375 = tens	154 = hundreds

Math
Skill #152
Whole Numbers
Subtraction

Greetings!

Compute the difference of these problems. Check your answers below.

9 - 3 =	86 - 69 =
18 - 3 =	5,743 - 321 =
47 - 34 =	
5,743 - 321 =	
86 - 69 =	

ANSWERS

9 - 3 = 6	86 - 69 = 17
18 - 3 = 15	5,743 - 321 = 5,422
47 - 34 = 13	

Math
Skill #119
Whole Numbers
Addition

Hi!
Identify the sum of these numbers. Check your answers below.

24 + 3 =	111 + 343 =
33 + 12 =	17 + 5 =
40 + 50 =	9 + 1 =

ANSWERS

24 + 3 = 27	111 + 343 = 454
33 + 12 = 45	17 + 5 = 22
40 + 50 = 90	9 + 1 = 10

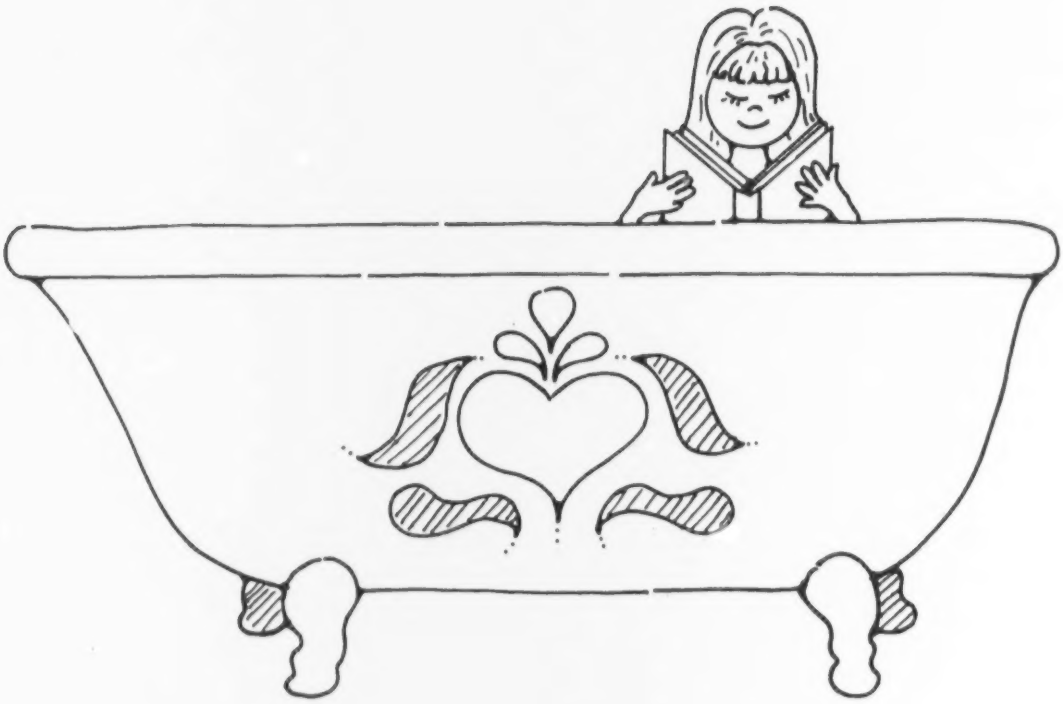
Math
Skill #085
Whole Numbers
Expanded Notation

Hello!
Write these numbers in expanded notation form, using word names.

327 =
48 =
6,037 =

Check your answers here:

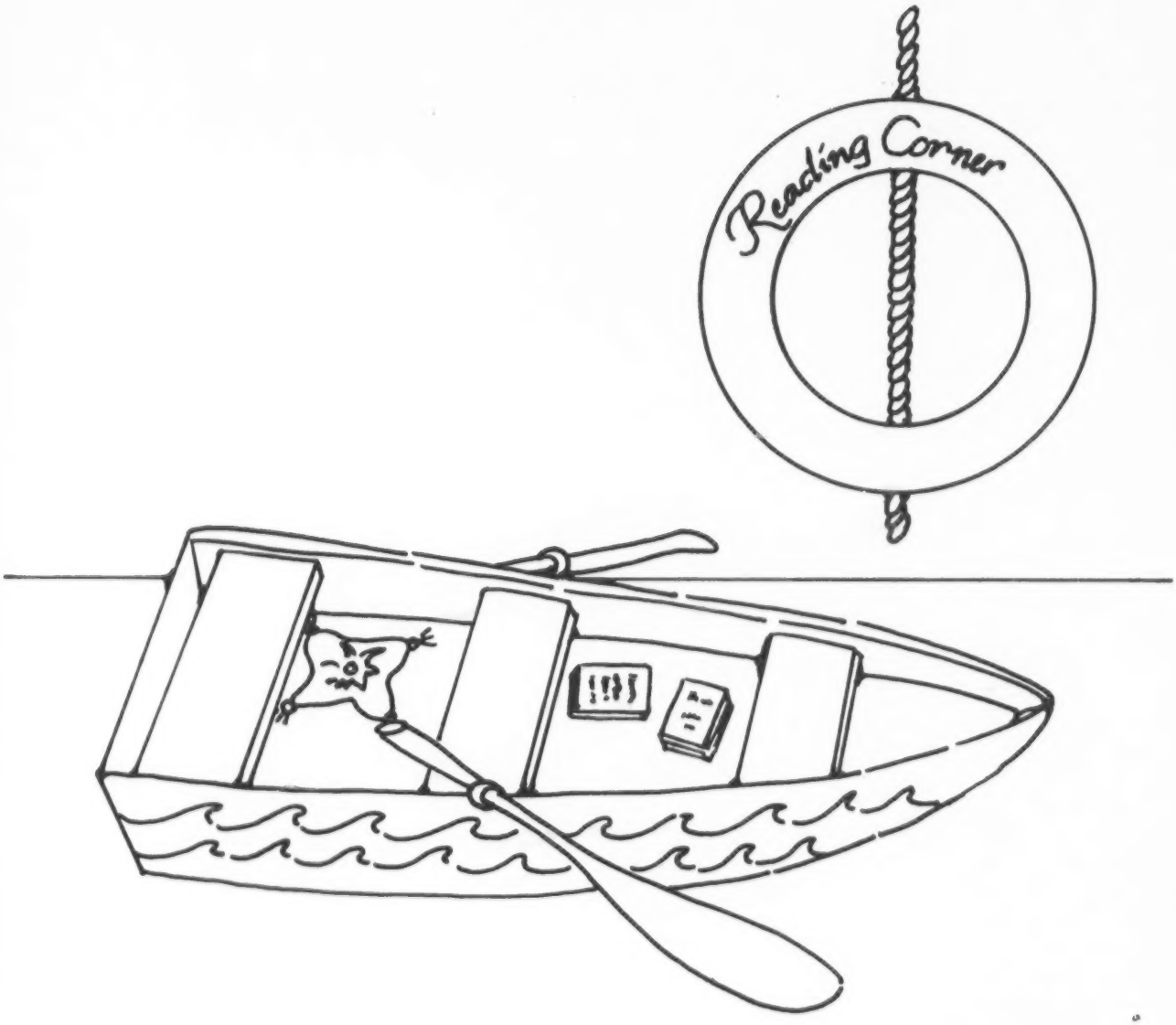
327 = three hundreds plus two tens plus seven
48 = forty tens plus eight
6,037 = six thousands plus three tens plus seven



The Reading Tub

A reading center designed for the pleasure of reading.

Probably the most interesting and most enjoyed piece of furniture is the old four-footed bathtub. The outside of the tub can be painted any color you desire. Throw a few pillows into the tub to add to the comfort and you have an ideal reading center.



The Reading Boat

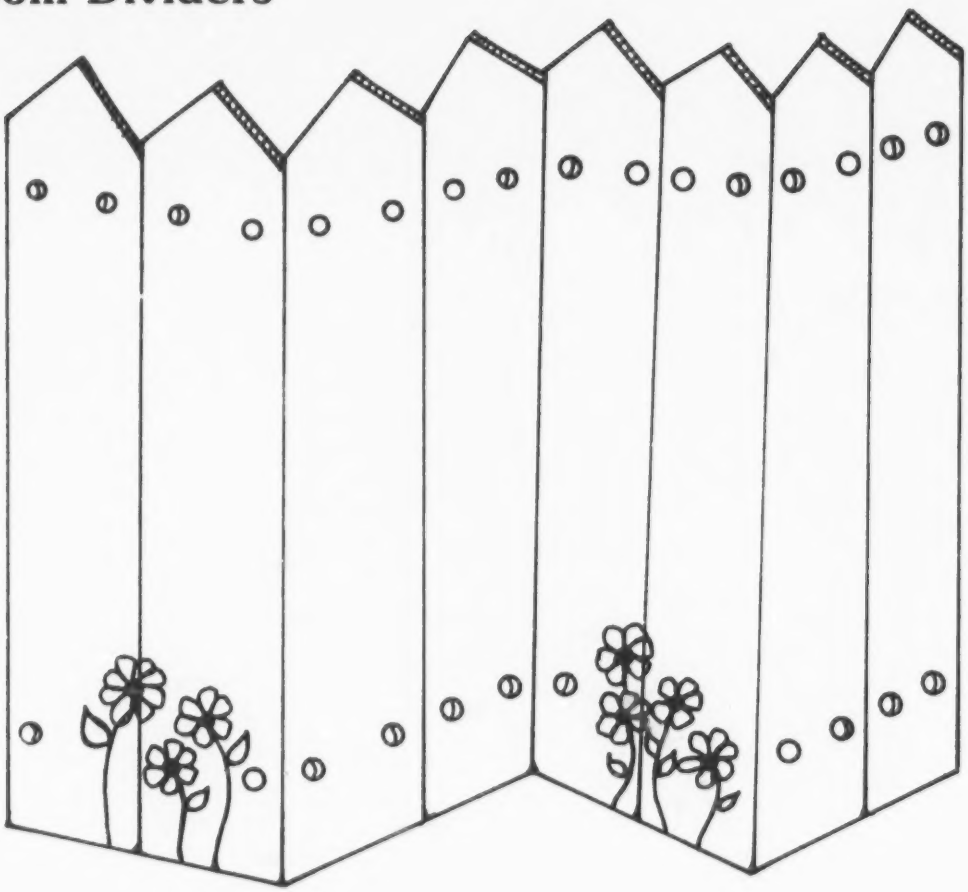
A reading center designed for the pleasure of reading.

An old rowboat makes a great reading center. It is surprising what a coat of paint will do. Throw in some pillows, paint water on the sides and you have a unique, nautical reading center.

Room Dividers

Unique ways to
establish nooks
and crannies in
the classroom

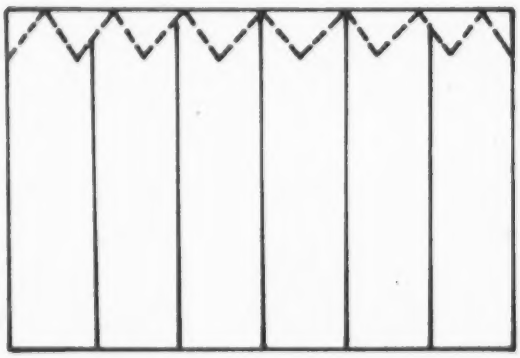
Room Dividers



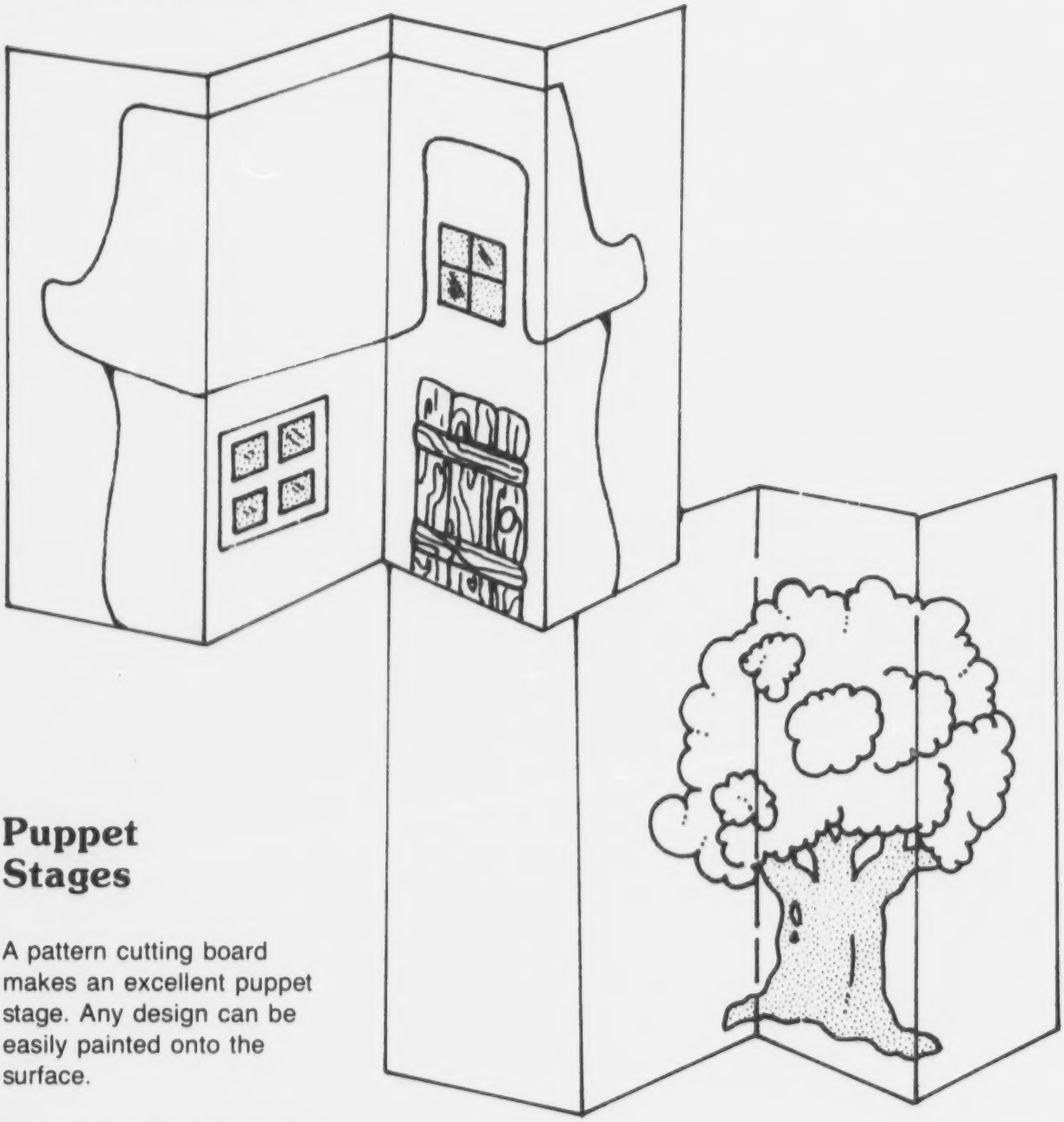
The Picket Fence

Wouldn't this come in handy to partition off a part of the classroom for a certain activity? Some of the advantages to using these fabric boards are: they are inexpensive; they are readily available; and they store in a small amount of space.

Using a sharp knife, cut fabric board along broken lines, paint and add flowers.



Room Dividers

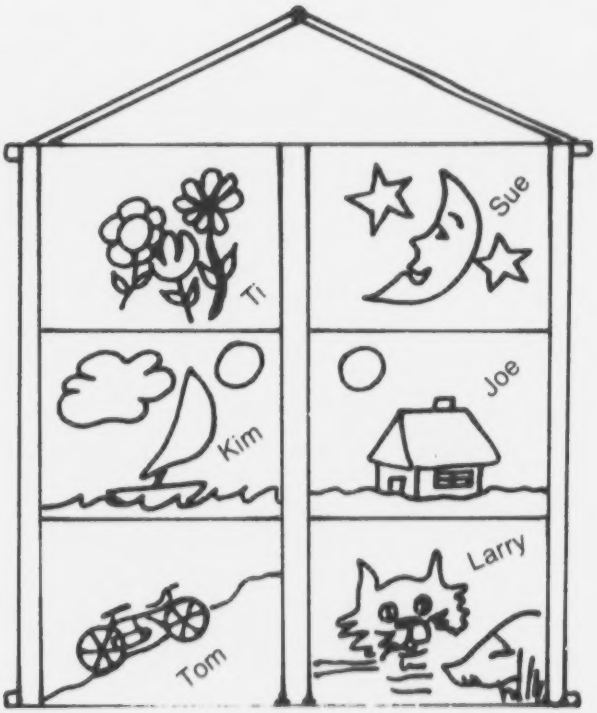


Puppet Stages

A pattern cutting board makes an excellent puppet stage. Any design can be easily painted onto the surface.

When it is not being used as a puppet stage the fabric board makes a decorative room divider as well as a back for displaying children's work.

Room Dividers

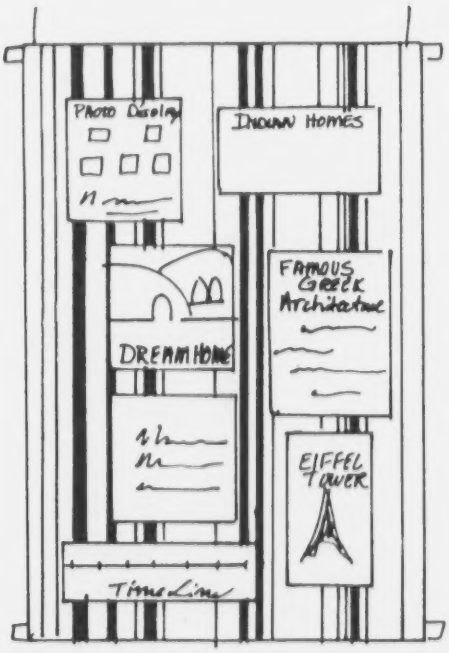


Good Graffiti Cloth Divider

A piece of fabric stretched between two dowels makes an excellent room divider. Have students do crayon rubbings of their favorite hobbies. Make sure they sign their squares.

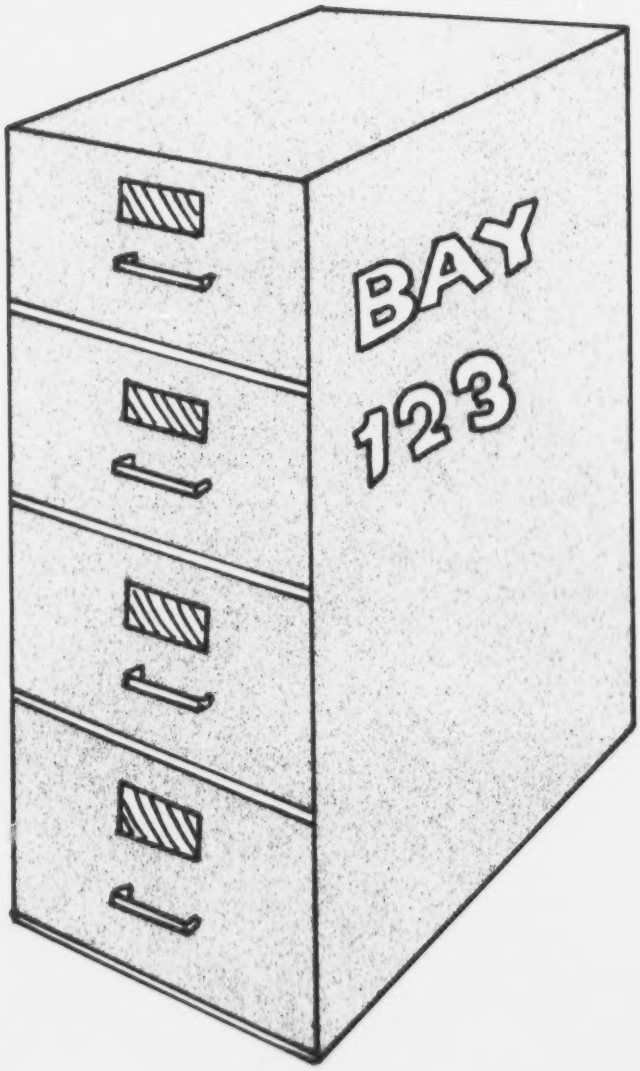
Graffiti Curtains

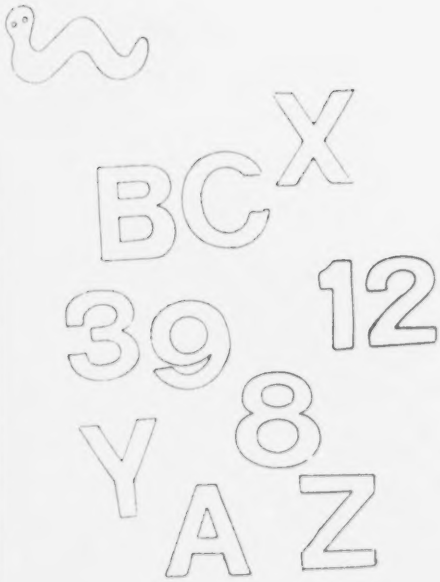
The same fabric could also be used to make curtains for your classroom.



Cloth Display

This decorative cloth divider can also serve as an additional bulletin board on which items can be displayed.





Metal Filing Cabinet

Don't throw away that dinosaur of a metal file cabinet. Even if you still utilize it, make it more versatile as a room divider and a mini-learning center.

Cut letters and numerals from the Ellison Letter Machine and apply stick-on magnets to the back. Students can follow sequence with the numerals and spell words with the letters.

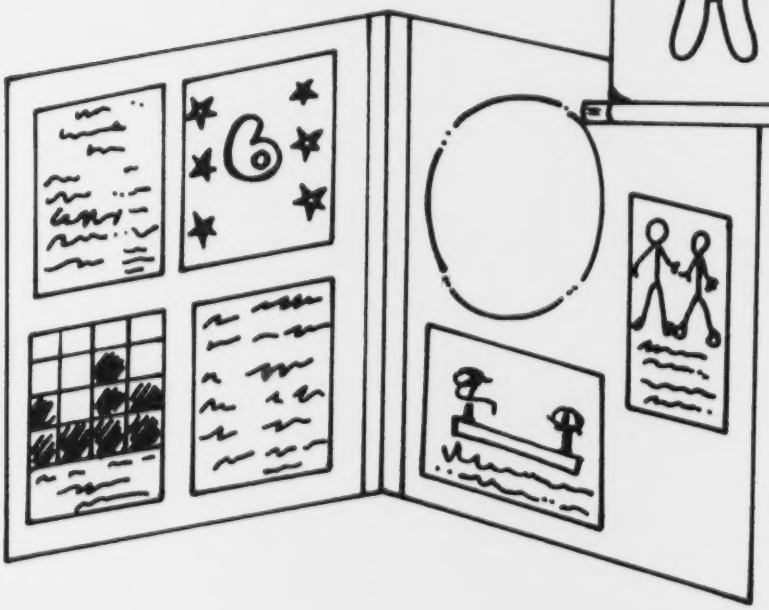
Room Dividers

Wallpaper Divider

To create a room divider that is easy and colorful, use scraps of wallpaper for the children's rooms and attach to dowel sticks.

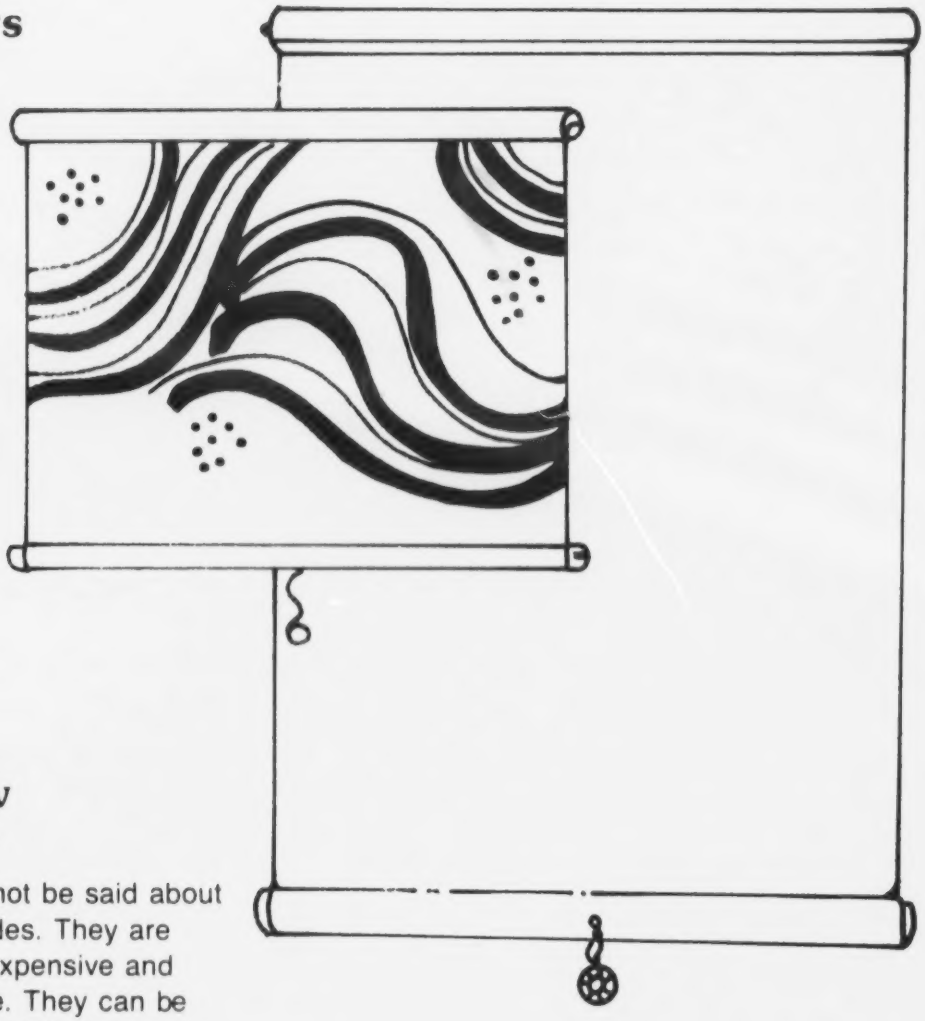
Styrofoam Panels

Large panels of styrofoam either spray painted or covered with contact paper make lightweight room dividers and display units.



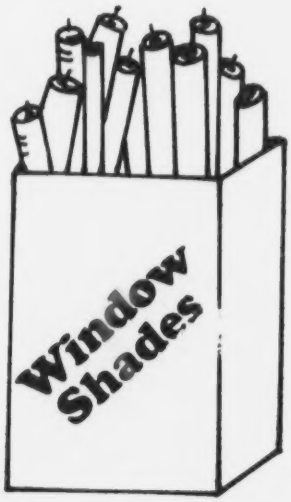
Styrofoam panels are ideal for displaying children's work in areas other than the classroom.

Room Dividers

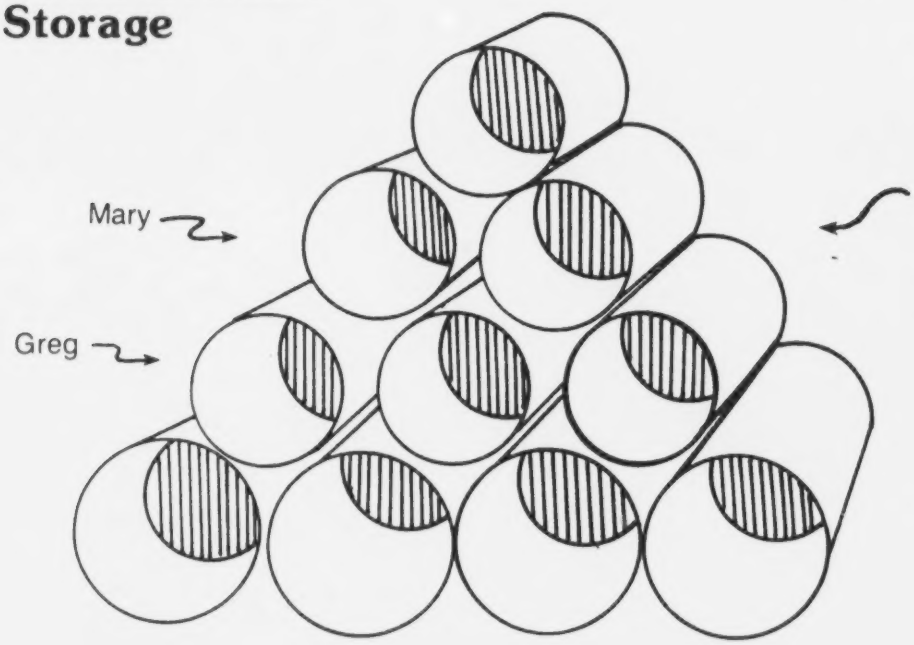


Window Shades

Enough cannot be said about window shades. They are versatile, inexpensive and easy to store. They can be used as decorative room dividers, time lines, flow charts, murals, bulletin boards, learning centers and they make excellent screens for viewing filmstrips.

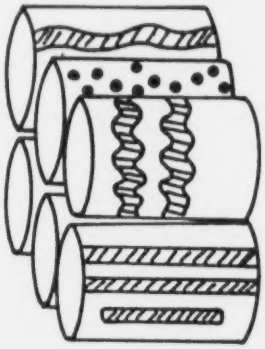


Room Dividers
Storage



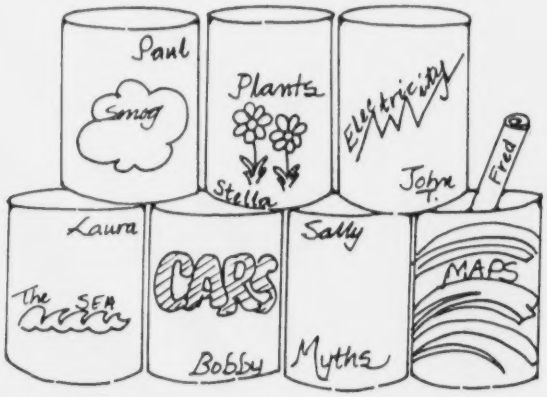
Brad containers together to make a room divider. Punch holes with a paper punch then brad together.

Ice Cream Containers



Five gallon ice cream containers make excellent room dividers. Then each child may have a compartment to store his materials in.

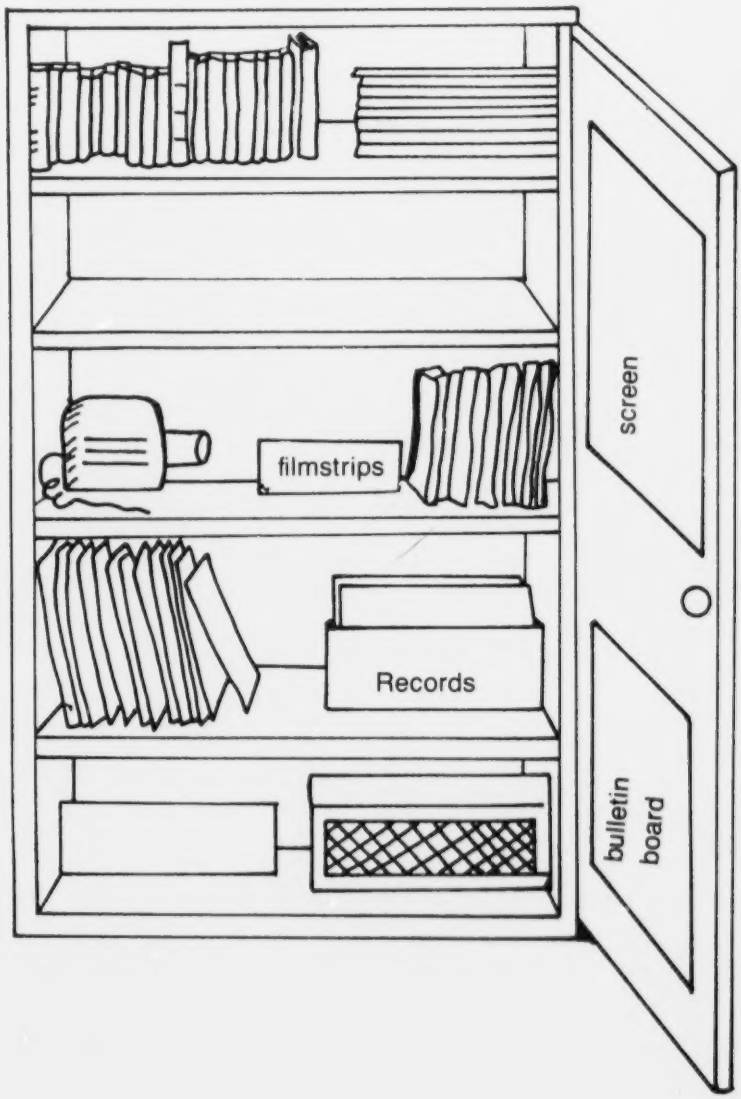
They can also be stacked separately so that students can pick them up and take them to the area where they will work. Each student may keep a container on the project he is working on and decorate accordingly.



Room Dividers
Storage

Closet Door

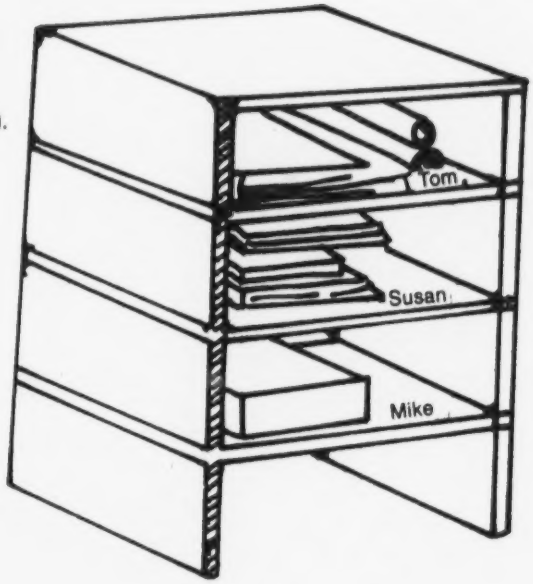
Open that closet door and make it into a versatile storage-learning center. The opened door can be used as a bulletin board or as a screen for viewing filmstrips. The closet space is used as an additional work or storage area, or a place for a fascinating learning center.
To make it even more versatile place chairs and tables outside.



Room Dividers
Storage

Produce Boxes

Produce boxes can be used as storage bins. Cut out one side and then paint them. They can be stacked and held securely with nails.

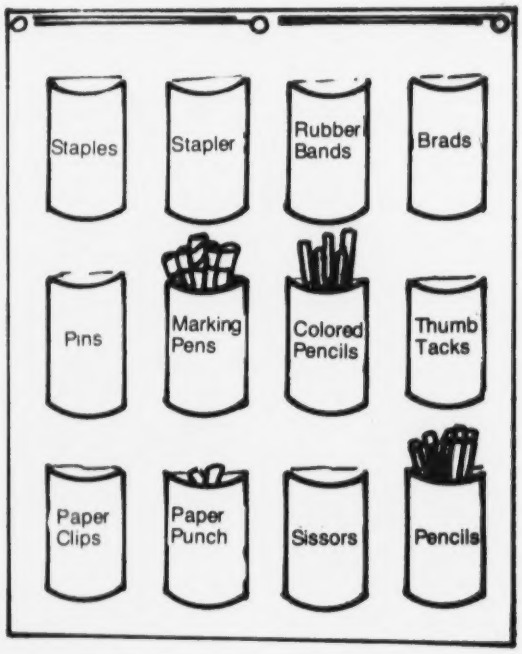


Bottle Box

A divided carton, with each section identified by labels, makes a handy storage cupboard.

Shoe Holder

Shoe holders can be used as storage centers for supplies or learning activity cards. Labeling the pockets helps students to locate and return materials.



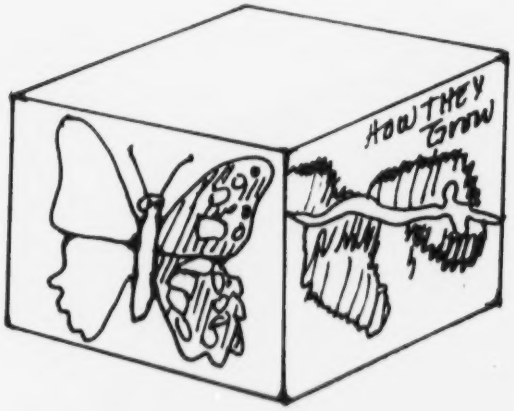
Room Dividers
Storage

Refrigerator Box

A large box provides a free-standing room divider and display area. It can be moved to different locations within the room to become part of any learning center or work area.

Display Cubes

Boxes of all shapes and sizes can be used to display students' work. Each student may decorate his box as he wishes. Several boxes can be grouped together to form a room divider, and don't forget they can all be used to store anything.



Mini Centers and Mini Center Materials...

...Quick and easy
self-contained
centers and
several ideas
to use with centers.

Carpenter's Apron

Reading Skill #100
Alphabet

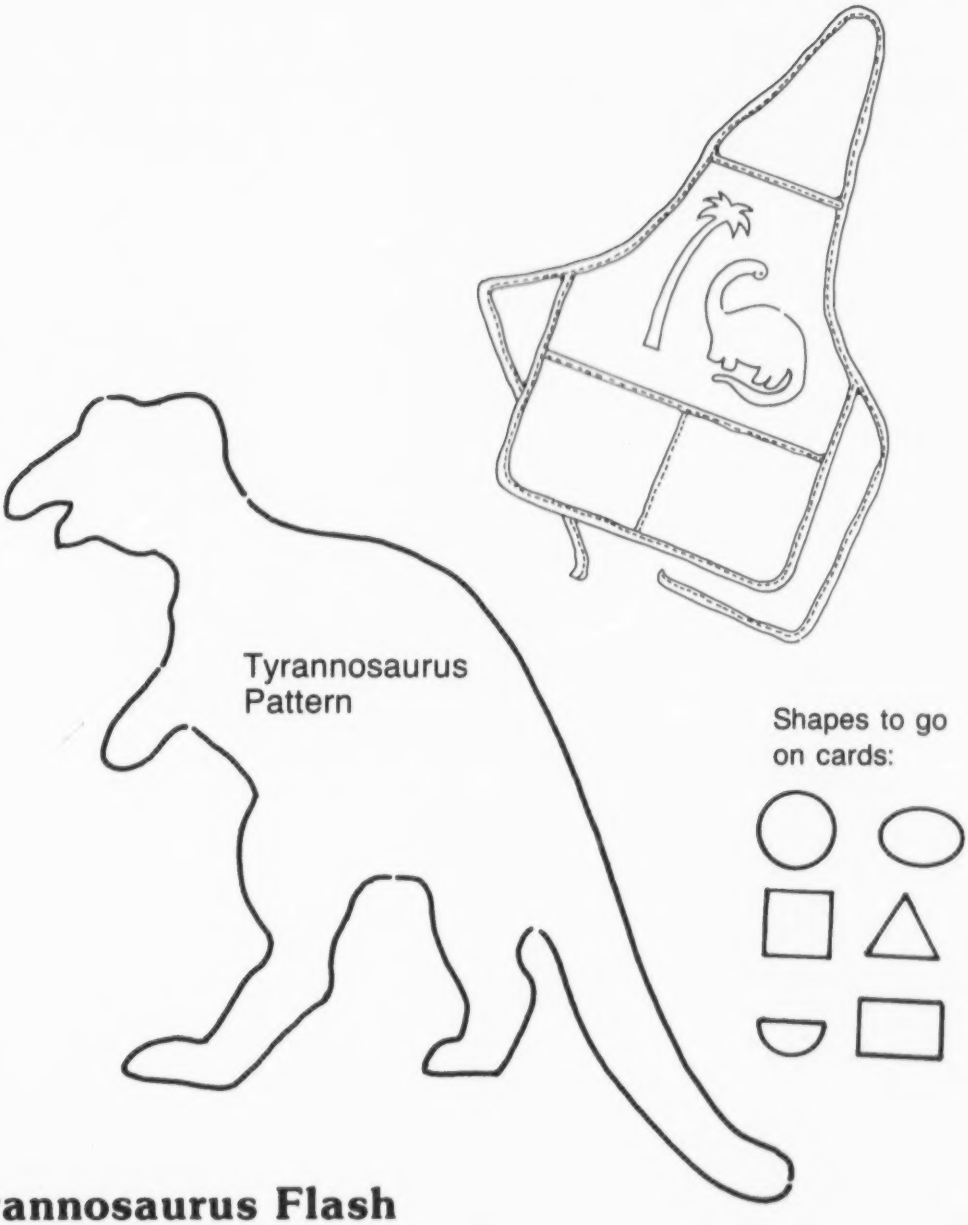
A walking learning center that reinforces the alphabet.

The carpenter's apron was screen printed with a "puff" paint. After it is dry, heat is applied and it puffs, giving it a nice texture. Textured letters can be made from sandpaper and letter puzzles are good in helping in letter recognition. And what about brightly colored pipe cleaners to form letters. And everything fits nicely into the pockets. So we have, with this carpenter's apron, a walking learning center for the alphabet.

Dinosaur Apron

In this walking learning center the student will receive practice in visual discrimination, in the recognition of blends, and in the use of suffixes.

A versatile and mobile learning center, this screen painted apron houses innovative activities for reinforcing skills. Inside the pockets are dinosaur shapes that can be pressed from the letter machine or hand-cut. By laminating the shapes first and then writing on them with a permanent marker, the shapes can be re-used to reinforce additional skills by erasing them. This is easily done by spraying them with hair spray and wiping clean with a paper towel.



Tyrannosaurus Flash

Reading
Skill #020
Visual discrimination

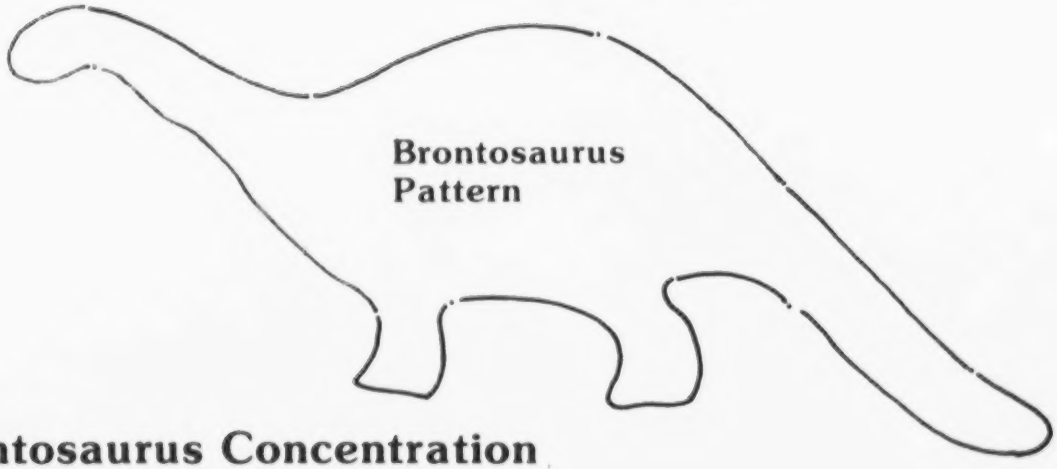
The tyrannosaurus shapes are used here as flash cards in distinguishing different shapes.

Base words:

teach	neat
music	force
fool	real
aim	certain
adult	adore

Suffixes:

ly	able
ism	less
hood	est
er	ful
ish	ad

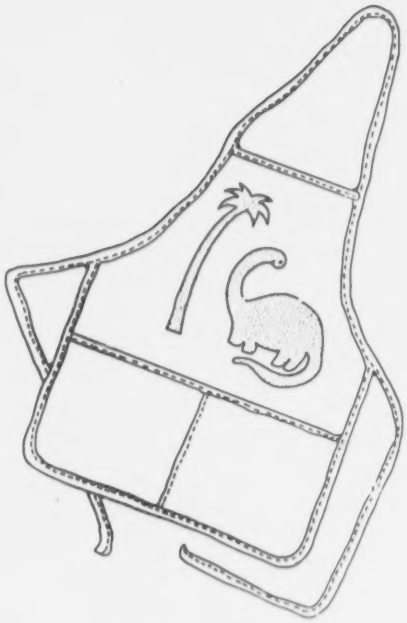


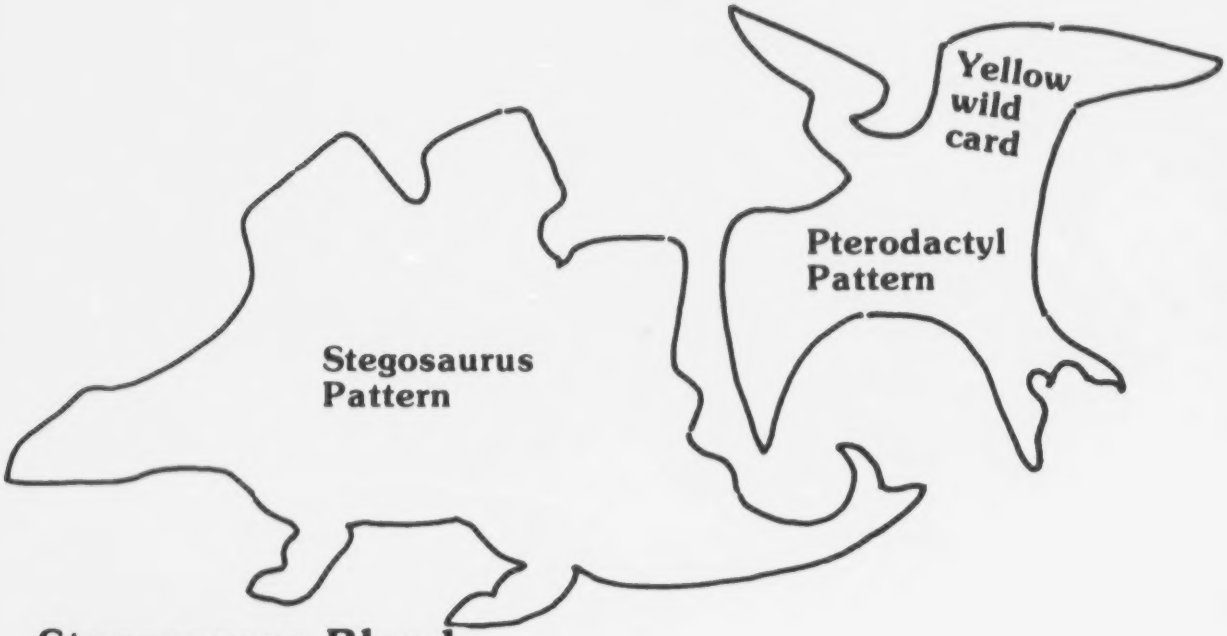
Brontosaurus Concentration

Reading
Skill #440
Suffixes

The brontosaurus shapes are used in a game of concentration to reinforce the use of suffixes. Base words are written on half of the cards and suffixes on the other half. When a student can match a suffix to a base word, he keeps that pair. The student with the most pairs wins the game.

Blends:	Words to complete:
sl	ide
pl	ease
cl	own
cr	owd
fr	ee
br	oom
sk	ate
str	eet
dr	ive
fl	ower





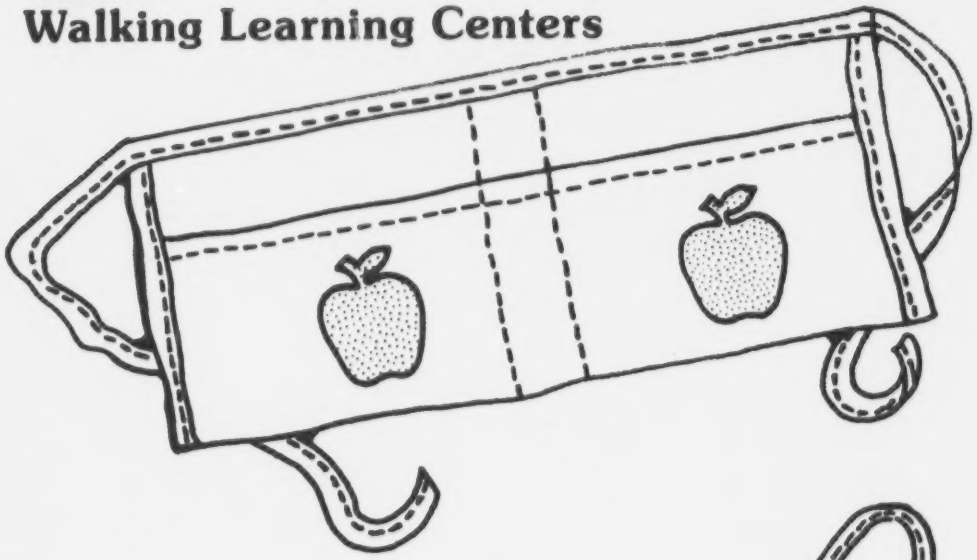
Stegosaurus Blends

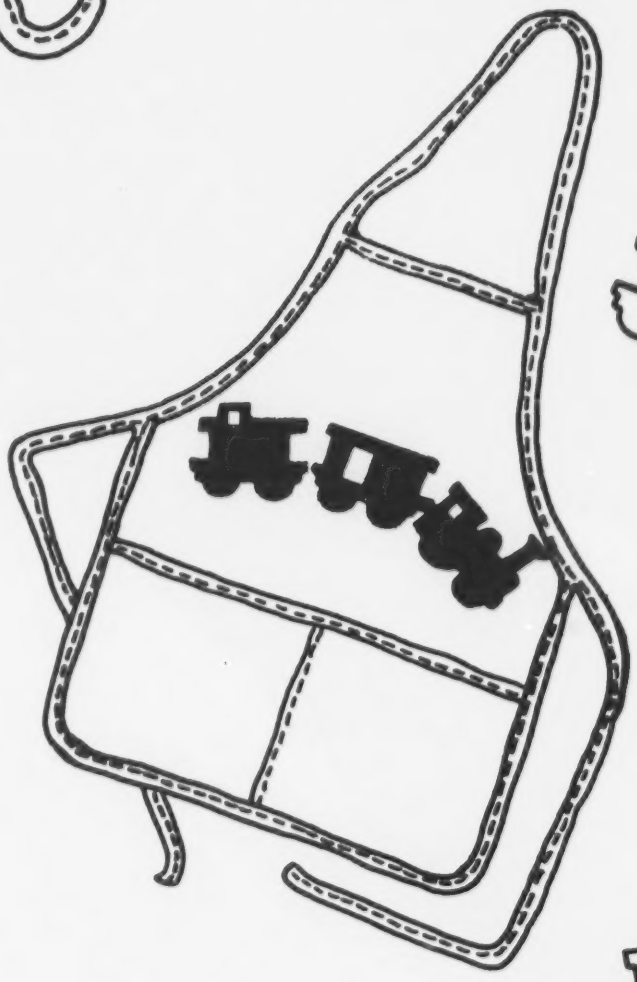
Reading Skill #200

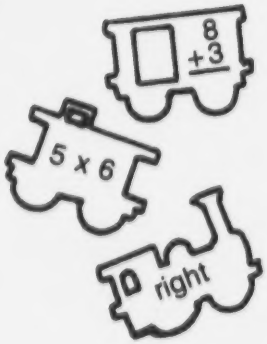
Blends

The stegosaurus shapes are used to reinforce blends. A blend is written on one card and the letters to complete a certain word on another card, for example: "cl" on one card and "own" on another to make the word "clown." The cards are then shuffled and dealt to the players. Played like the traditional game "Go Fish," the object of the game is to collect as many pairs as possible. In this particular game, however, there is a wild card. It is the yellow pterodactyl and the player getting it receives an extra turn!

More
Walking Learning Centers







Sight words, root words, synonyms, math facts and much more can be written on the laminated apple and train shapes. Then they can be erased with hair spray and changed to meet the students' needs. And don't forget everything fits in the front pockets.

Reading Skills
#360, 760, 820

Math Skills
#182, 119

You can personalize it by adding the student's name to the front.

American Tourist Suitcase

A suitcase learning center.

This is a special suitcase for the migrant student as he travels from school to school. You can personalize it by filling it with such materials as scissors, pens and glue to enable the student to complete activities chosen especially for him...based on his needs and interests.

American Tourist Suitcase

The American Tourist Suitcase is easily constructed by using a single sheet of poster board. The handle is made from poster board scraps.

Different sizes of Ziploc bags were taped on to hold ready-made activities, scissors, pens and glue.

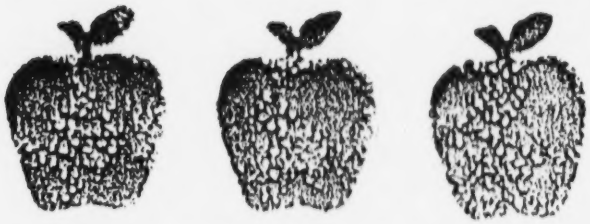
Finished size:
17'' x 27''.

Pattern

Sponge Printing

A unique activity that can be incorporated into any learning center.

Sponge print on your favorite tote or t-shirt.



You will have fun soaking up on this activity—sponge printing! A new fun way to print is with a material called a "Pop Up Sponge." It starts out flat like a piece of paper so that you can either draw and cut out your design by hand or press from the Ellison Letter Machine. Then immerse your shape in water and it does just what it says...it pops up. Dip into plates of textile paint and it is ready to print! Sponge printing can be used for classroom projects or fund-raising activities.

Scavenger Hunts

A unique activity that can be incorporated into any learning center.

Reading Skill #020 Readiness

A scavenger hunt is a fun approach to reinforce particular skills under study and for applying math and reading concepts to relative situations. Prepare lists that are applicable to your classroom environment such as the two examples given.

Let's Go On A Scavenger Hunt

something red

Math Skill #449, 504 Measurement-Linear and Surface Area of a solid

Let's Go On A Scavenger Hunt

_____ width of your desk

_____ length of your foot

_____ height of the chalkboard

_____ surface area of your desk

_____ surface area of your closet

Mississippi Materials and Resource Center
Migrant Education, Gulfport, MS